THE USE OF SOCIAL MEDIA FOR LEARNING ENGLISH: STUDENTS' PERSPECTIVE

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Abstract: Social media has become the most influence media used by people. It changes the way people communicate and access information. Although it is not directly created for educational purposes, it has drawn educators' attention, especially in the English language learning field. Several studies have concluded that social media can be used as media in English classroom. However, to use social media effectively, it's important to know student's perception as reference for teacher in using social media. Thus the present study was conducted to explore high-school students' perception of social media use for English learning. 83 students of one private Senior High School in Depok, Indonesia, were involved in this study. The study employed a qualitative approach with a case study design using questionnaires and semi-structured interview as data collection methods. Basic statistical analysis was used to analyze data from the questionnaire, and the data from interviews were analyzed using the flow model by Miles and Huberman. The results showed that the students in this study use social media for improving their English. They choose YouTube as the most used social media for learning English. Further, they stated that social media provides English content sources to practice their English skills, enlarges their vocabulary and pronunciation knowledge. They also stated the challenges in using social media for learning, such as internet connection problems, privacy, and inappropriate content.
Keywords: *English learning; social media; students' perception.*

INTRODUCTION

Nowadays, social media has become an essential part of our lives. Many people at every age frequently use this technology. It is proven by the number of users of social media in Indonesia which has been increased gradually. According to the latest data available on We Are Social (2020), in January 2020, 59% percent of the total population of Indonesians use social media actively (Simon, 2020). The average of social media users in Indonesia is age 13 to 34, which means social media is viral among young people, especially students. It is also supported by the writer's observation when she did teaching practice at a private high-school in Depok, Indonesia. The students are very familiar with social media. They

use social media for many purposes, such as accessing information, sharing ideas, and seeking entertainment.

Social media are web-based platforms where users create and share messages via virtual communities and social networks (Chen, Lin, & Yuan, 2017). Kaplan & Haenlein (2010) stated the foundation of Social Media comes from the concept of Web 2.0 and User Generated Content. Web 2.0 is a new approach for web developers to start using the World Wide Web as a medium whereby material or information is no longer produced and released by individuals, but instead, it is constantly updated in a participatory and interactive style by all users. As Web 2.0 represents the ideological and technological foundation of social media, user-generated content can be seen as the ways in which people make use of social media. It is usually described as a form of media that many users can access and create the content together.

Recently, many social media applications are launched with various features and purposes. Twitter emerges as a micro-blogging platform to create a short message to be posted and shared with their audience online. Social networking sites like Facebook allows the user to connect with other people by inviting them, creating and sharing personal information. YouTube is created to let users find and share content such as sharing videos and photos (Dabbagh & Kitsantas, 2012).

Even though social media is not directly created for educational purposes, it has drawn educators' attention, especially in the English language learning field. Many studies were employed to see the use of social media in the English language teaching field. Inayati (2015) stated that social media can be used as media to learn English since the nature of social media is in line with the implementation of education and language teaching theories such as constructivism and social-cultural theory. In constructivism, learning occurs when there is a meaningful social interaction that includes community sharing of different perspectives and experiences. This idea applies while using social media. Another theoretical basis used in the implementation of social media in education is socio-cultural. In line with constructivism, this theory suggests that rich exposure and interaction with the target language is essential in language learning (Hsu as cited in Inayati, 2015).

In addition, social media may utilize language skills. Yunus, Salehi, & Chenzi (2012) expressed that social media such as Facebook and blog will give students written language input so they will develop their writing skills. It also facilitates the students to learn new words and vocabulary which are suitable for them in writing (Khan, Ayaz, & Faheem, 2016). Social media also may enhance student speaking abilities through the conversations conducted with English native speakers (Ehsan & Nasri, 2019). Furthermore, Arumugam, Wan, Shanthi, & Mello, (2019) described that social media like Facebook and WhatsApp permits students and teachers to create a learning group. Then the activities in the group such as sharing reading material, reading aloud practice, and discussing a reading text allow students to be more involved in the reading exercise that helps to improve their reading skills.

The use of social media for learning English is more convinced as the world now is facing COVID-19 pandemic. Schools and universities are closed for an indefinite time. It changes the learning process, which is generally held in the classroom, into online learning. Teachers try to use social media in their teaching, although they did not know much about how their students use social media to improve their English. Since students are the center of the learning process, their perception of the teaching practice is worth knowing in helping teachers create teaching activities that are close and relatable to their students.

Perception is a biological process that takes place in the human brain. It is a process that concerns the entry of messages or information through five senses, namely sense of sight, sense of hearing, sense of smell, sense of taste, and sense of touch (Slameto, 2003). Perception is obtained by summarizing the information from a person and interpreting the information so that the person can respond to either positively or negatively of the information. Therefore, perception basically concerns the relationship between a person and his environment through the senses. After a person senses an object in its environment, then it is processed into the meaning of the object.

Based on the explanation above, a study on students' perception of the use of social media for learning English is important to be investigated since teachers need to know their students' preferences in terms of what social media

application they used and their ways of using social media for learning English. Studies on exploring high school students' views on social media for learning English in Indonesia are relatively low. Therefore, this study was conducted to provide valuable information about how high-school students use social media, the advantages and challenges students face while using social media to learn English.

METHOD

This study applied a qualitative research method. Based on Creswell (2012), qualitative research explores the phenomenon by participants' view. This study also used case study design, which is defined as research that explores a program, an event, an activity, a process, or one or more individuals genuinely to get a depth-knowledge about the action that we want to explore (Mohajan, 2018). This study has a qualitative purpose of discovering the students' perception of the use of social media in learning English, including the kinds of application they have been used, their behaviors using social media for learning English as well as the usefulness and challenges they faced on using social media.

This study was conducted at one private senior high school in Depok, Indonesia. The participants were selected using purposive sampling. In purposive sampling, the researcher is deliberately subjective in choosing those respondents and how those may affect the research as a means for checking validity (Harding, 2013). Here, the writer asked a recommendation from the English teacher from the school in choosing participants of the study. The researcher then chose the eleventh-grades students consisting of 83 students (33 male and 50 female students). It is based on some considerations. Firstly, the writer knew students well as she did teaching practice there. Secondly, the students are social media users and have gadgets, so they ha a lot of experience in using social media for learning. Thirdly, the teacher recommended the eleventh-grade regarding his belief that the students would participate in the researcher cooperatively.

This study used questionnaires and interview to collect the data. An online questionnaire using Google form was used due to the prohibition of travelling for people in response to COVID 19's outbreak in Indonesia. The questionnaire contained closed-ended questions about students' behavior and four-point Likert-scales types (4 for strongly agree to 1 for strongly disagree) to find the students perception related to their feeling, language skills which utilized by social media. The statements are adapted from Sharma (2019), Altam (2020), and Chueinta (2017), Ngonidzashe (2013). The writer distributed the questionnaire to the participants and analyzed the result. In the analyzing stage, the data were put into a table consist of frequency and percentages and were interpreted by the writer.

Afterward, to get a deeper understanding of students' perceptions, a semi-structured interview was conducted. It is a way of collecting data in which the researcher has prepared an interview guide before doing the interview but does not strictly follow it. This study employed call interview via WhatsApp to ask 9 of 83 students their perception of social media. The interviewees answered seven open-ended questions related to their behaviors, reason, advantages and challenges of using social media for English learning. The data from the interview were analyzed by using the flow model by Miles and Huberman (1992). The components to analyze the data are data reduction, data display, and drawing conclusions (Miles, Huberman, & Saldana, 2014). The writer examined multiple sources such as questionnaire response and interview response as many times as necessary to obtain a valid finding in this study.

RESULT AND DISCUSSION

The most frequently used social media to improve English

The students choose social media that they often used to improve English language skills. In this part, the participants were allowed to choose more than one answer. The result of questionnaire indicated that 69 students or 83% of the total participant choose YouTube as the most application they used for learning English, followed by Instagram (65%) and WhatsApp (42%).

Table 1. *The most frequently used social media to improve English*

No.	Type of Social Media	Frequency	Percentage
1.	Facebook	5	6%
2.	Instagram	56	67%
3.	Youtube	69	83%
4.	Twitter	23	28%

5.	WhatsApp	35	42%
6.	Telegram	2	2%
7.	Tik-tok	5	6%

The data from the interview explained the reason they choose those applications. Students choose YouTube because it provides many English content videos for learning. While watching English video on YouTube, besides practicing listening skill, students can also practice their speaking and pronunciation as a student stated:

> "In YouTube, I can learn about English through the videos provided by it." (Student 8)
> "I usually search any English video then while watching it, I do some pauses and try to speak the sentence that has been said by the people." (Student 2)

Meanwhile, on Instagram, the participants follow artist/influencer who speaks English and they take a look at his/her post and comment column to see how people express something in English. They also use Instagram to practice their English skill by writing a caption or making a video in English and upload it to the application.

> "I follow many influencers or artists from other countries on Instagram. When I see their posts, I look up to the comment section to see how people express their comment in English." (Student 5)"
> "Instagram is a medium for practicing my English. For example, writing something or making English video" (Student 8)

The participants also use WhatsApp since their teacher in school creates a group to communicate and share materials with students. The students also have a speaking class which is separated from general English subject. The teacher utilizes WhatsApp as her platform to practice their speaking. Students also practice communicating use English with their friends.

> "I also practice communicating with my friends via WhatsApp for asking assignment or just want to chat in English." (Student 6)

Based on the data, students choose Youtube, Instagram, and WhatsApp as the most social media applications used for learning English. Those applications are chosen because their popularity also they afford an endless supply of English input to them. This perception is similar to what has been explained by some researchers (Zam Zam Al Arif, 2019; Sharma, 2019; Aloraini & Cardoso, 2018) who expressed that social media provides them

English exposure which enables students to keep practicing their English skills.

The English exposure on social media comes in an environment where the students are interacting with native speakers, reading English news or lesson posted by someone, and watching English videos. The activities may positively affect their language development as they can practice their language meaningfully. According to Kozhevnikova (2019), language exposure becomes one of the factors that determine successful language teaching and learning. In Indonesia, English is recognized as a foreign language where students only use and learn in English at schools. Consequently, they do not use English in their daily lives (Lauder, 2008). Therefore, the amount of the target language is so limited which makes their teacher the only source of spoken language. Thus, with the spread of social media, students are making greater use of all possible ways and sources to acquire and learn the target language.

Students' feeling on using social media for learning English

Based on the questionnaire, 72.3% of students agree that learning using social media is fun and pleasing, only 6% of them disagree. 66.3% of them agree that social media increases their confidence in learning English, and 14% of students disagree. 68.7% of participants think that social media reduces their anxiety towards EFL classroom and 14.5% of them disagree. In addition, 63.9% of students agree that Learning through social media reinforces self-independent learning, only 15.7% expressed disagree. 60.2% of them think social media forms a more relaxed and stress-free language learning environment and 6% of them disagree. 55.4% of students strongly agree that Social media provides various sources for learning English, while 3.6% express disagree. 60.2% of them think Social media is easy to be used for learning English and 8.4% of them disagree. 54.2% of students can use social media anytime and anywhere while 6% are not. Lastly, 51.8% of them are easy to communicate with other people through social media, while 10% are not.

Table 2. *Students' feeling on using social media for learning English*

No	Item Descriptions	Students' Result			
		SA	A	D	SD
1.	Learning using	21.7%	72.3%	6.0%	0%

	Social Media is fun and pleasing.				
2.	Social media increases my confidence toward EFL learning.	16.9%	66.3%	14.5%	2.4%
3.	Social media reduces my anxiety towards EFL learning.	15.7%	68.7%	14.5%	1.2%
4.	Learning through social media reinforces self-independent learning.	19.3%	63.9%	15.7%	1.2%
5.	Social media forms a more relaxed and stress-free language learning environment.	33.7%	60.2%	6.0%	0%
6.	Social media provides various sources for learning English.	55.4%	41%	3.6%	0%
7.	Social media is easy to be used for learning English.	31.3%	60.2%	8.4%	0%
8.	I can use social media anytime and anywhere.	54.2%	39.8	6.0%	0%
9.	It is easy to communicate with other people through social media.	51.8%	37.3%	10.8%	0%

Meanwhile, based on the analysis from the interview result, most students think that learning English in social media is fun. They stated that social media provides various English content for learning. Since students can access what they like, for instance, movies, songs, beauty or even gaming content in English. They can enjoy that content as entertainment and also a way to practice or learn English, as students said:

> "I do not feel like I am learning English while using social media because we can choose what we want, so we like to watch the topic at the same time we learn English too" (Student 3)."It is fun because we can learn English from what we like. I like watching movies, so I watch English movie on social media, so the learning becomes fun." (Student 6)

A student also said that he is more comfortable while learning English through social media as it reduces his nervousness while interact with others using English.

> "The benefit that I got is the comfortable feeling while using English to communicate with other people, because if I talk directly to other people, I become nervous. Another thing is that learning

with other people sometimes is limited in terms of time and place." (Student 8)

In addition, students also think that social media is easy to use and very close to them, so they want to use it as a media to learn English.

> "Because the development of technology is increased rapidly and we can update new ideas quickly within social media, so why do not we use it to learn English too." (Student 2)
> "We have been used social media in our daily life, so if we could not take advantage of it, then it is useless. Therefore, while we access social media, we can search English content which can be studied…" (Student 3)

Students' responses to the questionnaire and interview above indicate that they are comfortable and relax while learning English on social media. Social media allows students to access English content in various forms such as text, songs, films, and even games. These various contents can be easily accessed by using any gadgets. This makes social media very flexible to be used by different individuals with different needs, potency and desires (Anwas, Sugiarti, Permatasari, Warsihna, Anas, Alhapip, Siswanto, & Rivalina, 2020). Moreover, as social media provides virtual interaction, it reduces students' anxiety because of the enjoyable experiences provided by the media (Makodamayanti, Nirmala, & Kepirianto, 2020). As a result, learners become confident to learn and practice their English anytime and anywhere.

English language skills utilized in social media
Based on the questionnaire, 62.7% of students agree social media provides an opportunity to improve their listening skills; only 9.7% of them disagree. 65.1% of them agree social media provides an opportunity to improve their speaking skills and 15.7% of them disagree. 66.3% of students think social media provides an opportunity to improve their reading skill, while 2.4% of them disagree. 73.3% of them agree social media provides an opportunity to improve their writing skill and 13.3% of them disagree. 59% of them also think that social media gives an opportunity to enhance their vocabulary, while 6% of them disagree. 68.7% of students think social media gives an opportunity to enhance their grammar knowledge and 7.2% disagree. Lastly, 57.8% of students agree gives an

opportunity to enhance their pronunciation, while 7.2% of others disagree.

Table 3. *English language skills utilized in social media*

No	Item Descriptions	Students' Result			
		SA	A	D	SD
1.	It gives me opportunity to improve English listening skill	27.7%	62.7%	9.6%	0%
2.	It gives me opportunity to improve English speaking skill.	19.3%	65.1%	15.7%	0%
3.	It gives me opportunity to improve reading skill.	31.3%	66.3%	2.4%	0%
4.	It gives me opportunity to improve English writing skill.	13.3%	73.3%	13.3%	0%
5.	It gives me opportunity to enhance my vocabulary.	33.7%	59%	6.0%	1.2%
6.	It gives me opportunity to enhance grammar knowledge.	24.1%	68.7%	7.2%	0%
7.	It gives me opportunity to enhance my pronunciation.	34.9%	57.8%	7.2%	0%

Moreover, based on the interview, social media helps interviewees in facilitating all of their English skills. However, the writer highlighted skills that most facilitated by social media mentioned by students. The skills are listening, vocabulary, and pronunciation.

Firstly, social media plays an important part in students' vocabulary development. Students said that social media facilitate them to learn new vocabulary from video, photo, or oven a comment from other people. As a student said:

> "My vocabulary is boosted from watching videos and accessing Twitter." (Student 2)
> "Sometimes, I find new words from caption written by someone on Instagram and from videos on YouTube." (Student 2)

In addition, students seem interesting in knowing slang words that they did not find while learning English at school. By knowing many slang words, student can use them in their daily life, and become more experienced which led them to confident to use English.

> "In formal English course, we usually learn the formal language, however, in social media we can find many slang words from people who speak English." (Student 5)
> "We can understand many slang words and practice to use it in our life so we will have more experience." (Student 5)

Next is listening skill. Students like to watch English videos on YouTube and Instagram. Students can find thousands videos to practice their listening. Those videos may stimulate the interest of students like beauty vlog, interview of celebrities, and others and make them be more motivated to practice their listening skill continuously as students said:

> "My listening and reading skill is enhanced because there are many English video that we can read and watch." (Student 8)
> "I like to watch music video or behind the scene of film, therefore indirectly I learn to understand what they are talking." (Student 1)

An interesting finding is that feature of social media here specifically YouTube helps him to improve his listening skill as he said:

> "My listening skill is improved because YouTube has slow-motion feature which helps me to repeat or to make the video slower, so I can understand the part that I am missing." (Student 6)

Besides listening skill, students also think that from English content in the form of videos which they access on social media like YouTube and Instagram, twitter, and WhatsApp they are also motivated to improve their pronunciation as a student said:

> "On social media I often look for video on how to pronounce word within some accent." (Student 5)

Based on the findings, students in this study agree that the features of social media motivate them to practice their English outside the classroom. The finding highlights the idea of using social media as informal language learning to supplement English learning process at school. Informal learning is defined as the lifelong process by which every person acquires and accumulates knowledge and skills from daily experience and exposure to the environment (Combs & Ahmed, 1974; as cited in Mohmed Al-Sabaawi & Dahlan, 2018). Social media can allow students to take charge of their learning process outside classroom. By doing so, the learners would be able to put into practice the concepts they learn in the classroom (Ahmed, 2020). Furthermore, Mubarak (2016) argued that classroom atmosphere is still the most desirable for the learning of English language since social media does not offer an appropriate

atmosphere for formal language teaching and learning. Therefore, he suggested teachers to use social media as additional learning tool in a classroom. As a result, using social media as a learning tool could benefit EFL students in practicing English inside and outside the classroom (Omar, Embi, & Md Yunus, 2012).

Challenges of using social media
Based on the questionnaire, 49.4% of the participants agree that social media exposes them to inappropriate materials and content, while only 2.4% of them disagree. 41% of them disagree that they feel distracted while using social media for learning English and 39.8% of students agree with the statement. In statement three, 37.3% of the participant also disagree that social media affects their mental and health, while 27.7% of students agree. Next, 45.8% of students strongly agree that they have problem including signal, gadget, internet connection, while only 14.5% disagree. Last, 44.6% of them agree that personal data in social media are prone to be abuse, while 18.1% of them disagree.

Table 4. *Students' perception on the challenges of using social media for learning English*

No	Item Descriptions	Students' Result			
		SA	A	D	SD
1.	Social media exposes me to inappropriate materials or content.	34.9%	49.4%	13.3%	2.4%
2.	I feel distracted while using social media for learning English	16.9%	39.8%	41.%	2.4%
3.	Social media affects my mental and health	21,7%	27.7%	37.3%	13.3%
4.	I have a problem related to signal, gadget, and mobile data.	45.8%	33.7%	14.5%	6%
5.	Personal data are prone to be abuse.	33.7%	44.6%	18.1%	3.6%

The writer asked her interviewee about their challenges in using social media for learning English. 6 of 9 interviewees mentioned that their phone signals sometimes go bad while they are watching English video or collecting their assignment on Whatsapp, as stated by students:

> "Challenge that I faced is bad Wi-Fi signal, so it takes more time to send my task or just to watch a video." (Student 4)

Social media also have challenges that students faced in this study. Students have problems related to the internet connection and privacy concerns.

Jalal (2012) stated that privacy concerns have become the most concerning thing while students use social media because they still do not know what their individuals' information is used for. Hence, the teachers are expected to be well-informed on how to share the data of students on social media. As students still believe that social media is promising to help them learning English, teachers may still use social media for their classroom, but they should keep an eye on the challenges and come up with strategies of minimizing them. As a result, the use of social media can support students to develop and improve their English.

CONCLUSION
After conducting the research and getting information about how students perceived learning English using social media, it can be seen that social media has potential use as a media in English language teaching. The features and their familiarity with students can be beneficial for teachers to develop students' English competence. Therefore, the writer would like to suggest English teachers explore and combine social media applications, especially those mentioned by students (YouTube, Instagram, and WhatsApp), as media in their classroom. However, before including social media in the classroom, the teacher must be equipped with knowledge about social media and spend much time preparing students to use social media for learning.

The writer also wants to suggest students who are the user of social media to be more considered and wise to use social media not only for their pleasure but also for learning. Last but not least, the researcher would like to suggest further research to explore more impact of social media on specific English skills and how to minimize potential challenges that arise from the use of social media for learning English.

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