

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher made outlines about conclusion and suggestion.

#### **1.1 Conclusion**

The objective of this study is to examine students' perspectives on the utilization of social media as a means to enhance English language proficiency. To address the study inquiry, the researcher utilized a quantitative methodology employing a descriptive design. The sample for this study consisted of students enrolled in the English Education Program at Universitas Muhammadiyah Kalimantan Timur. A total of 45 students were selected for participation in this study by the utilization of a basic random sampling procedure.

From the data description, almost all items show positive perceptions on the use of social media in their English learning. Most students claimed that learning English through social media makes them learn English more easily, as shown by 4.5 on average. The lowest response is shown on effect of social media to increase students' confidence. The result shows that the average is 3.8. It assumes that there are still a huge number of students whose confidence is not affected by social media. However, the students' perception of the frequency of using social media, almost all items show positive perception which that the mean is 2.5. On the other hand, highest response is shown on the frequency of social media in learning new words and slangs with 4.4 on average.

In addition, the results of this study in line with Harun et al. (2022) the pie charts illustrate that 60% of respondents strongly agreed, 40% agreed, and none of them expressed disagreement or strong disagreement. The findings indicated that YouTube serves as a platform with numerous advantages for individuals seeking to enhance their skills, particularly in the domain of pronunciation. Based on the data presented in another chart, it is evident that 60% of the students selected the option "often," while 32% consistently chose "always." Additionally, a minority of 8% indicated a preference for "seldom," while none of the participants selected the option "never." Songs can serve as a valuable tool for individuals to acquire accurate pronunciation skills and enhance their confidence in this aspect. However, the result of Ismail et al. (2019) it was discovered that approximately 23% of the student population holds a strong conviction that social media has the potential to enhance their interest and motivation in the acquisition of the English language. Furthermore, a significant majority of 74% of students concur that the integration of social media within the educational setting yields favorable outcomes in terms of the learning process.

## **1.2 Suggestion**

Based on the conclusion, it can be inferred that the utilization of social media as a platform for English language acquisition has predominantly yielded favorable responses from students, in terms of both impact and frequency. Hence, it is strongly recommended that educators employ social media platforms as a pedagogical tool in their English language instruction. Furthermore, educators may also contemplate the option of assigning students to engage with social media platforms as a supplementary learning resource beyond the confines of the classroom. However, the sole adverse perception identified in the current study

pertains to the length of time that students dedicated to acquiring English skills through the utilization of social media platforms. However, it has not been disclosed if the pupils acquired a greater or lesser amount of knowledge when studying for 1-3 hours every day. Consequently, a qualitative investigation employing in-depth interviews will be imperative to ascertain comprehensive responses.