

MANUSCRIPT (NASKAH PUBLIKASI)

**“STUDENTS’ PERCEPTION ON LEARNING ENGLISH
THROUGH SOCIAL MEDIA”**

**“PERSEPSI SISWA TERHADAP PEMBELAJARAN BAHASA
INGGRIS MELALUI MEDIA SOSIAL”**

RAHMAT NURYADI¹, SUDARMAN², IBRAHIM³



BY:

RAHMAT NURYADI

NIM: 1911102421015

**ENGLISH EDUCATION PROGRAM
FACULTY TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH KALIMANTAN TIMUR**

2023

Manuscript (*Naskah Publikasi*)

**“Students’ Perception on Learning English Through Social
Media”**

**“Persepsi Siswa Terhadap Pembelajaran Bahasa Inggris Melalui Media
Sosial”**

RAHMAT NURYADI¹, SUDARMAN², IBRAHIM³



BY:

RAHMAT NURYADI

NIM: 1911102421015

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2023

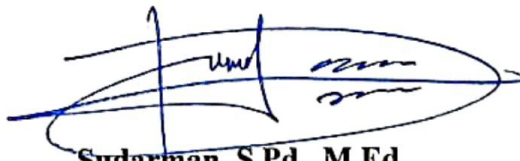
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STUDENTS' PERCEPTION ON LEARNING ENGLISH THROUGH SOCIAL
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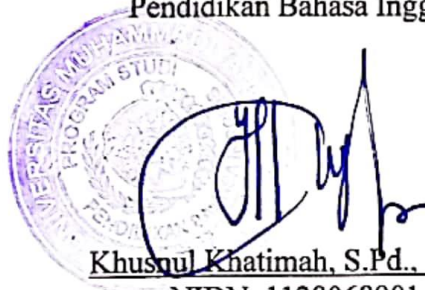
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STUDENTS' PERCEPTION ON LEARNING ENGLISH THROUGH SOCIAL MEDIA

Yang disiapkan dan disusun Oleh

Nama : Rahmat Nuryadi
NIM : 1911102421015
Program Studi : S1 Pendidikan Bahasa Inggris

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NIDN. 1116019002

Penguji II : Sudarman, S.Pd., M.Ed.
NIDN. 1121088702



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NIDK. 891262001

Ketua
Program Studi Pendidikan Bahasa Inggris



Khusnul Khatimah, M.Pd.
NIDN. 1128068901

Students' Perception on Learning English Through Social Media

Rahmat Nuryadi
Universitas Muhammadiyah Kalimantan Timur
Rahmatnuryadi571@gmail.com

Abstract

The aim of this study is to investigate students' perceptions towards the use of social media as an English learning media. To conduct this research, pre-service English teachers at English Education, Universitas Muhammadiyah Kalimantan Timur. Pre-service English teachers from this University were employed as participants of this study. Quantitative descriptive method is used to conduct a questionnaire for collect data about students' perceptions of learning English through social media. The data were processed quantitatively through a set of data analysis techniques. This study describes students' perceptions of the use of social media as a tool to improve English language skills. Students' reactions to each item in the questionnaire were based on their understanding, opinions, experiences, and results from listening to songs and watching videos on social media. For example, some questions from 45 students in the sixth semester received positive responses.

Keywords: Students' Perceptions, Social Media, Learning English through social media

INTRODUCTION

Social media is an important part of social interaction in the world. Most students nowadays use social media for more than just conversation; in addition, students use it to learn and discover information as well (Handayani et al. 2020). In addition, Handayani et al. (2020) also reveals that students' interest in studying can be increased by using social media as a study platform. Social media refers to a digital platform that enables users to actively engage, distribute, and generate various forms of content. Various forms of social media can be observed in contemporary

society, such as blogs, social networks, wikis, forums, and virtual worlds (Cahyono, 2016).

This study stated from existing problems in Indonesia, namely learning in the classroom, which is still viewed as only one way through lecture methods, question and answer, and group discussions, which make students bored in class. While the current generation is the heutagogy generation, this generation has been confronted with a situation that changes rapidly due to the advancement of information technology in a matter of minutes. Technology is gradually changing people's lifestyles and thought patterns, particularly among teenagers (Wahyudi & Sukmasaris, 2014). As a result, many teachers are required to know more appropriate social media tools for teaching and learning, such as blogs and wikis, as well as the use of other social media tools, such as Facebook, YouTube, or WhatsApp. "Social media has the potential to enhance student learning by facilitating educator and student interaction, skill development, and levels of satisfaction with the new mobile learning engagement," (Castro-Romero, 2015).

The variety of social media platforms provides users with various options based on their needs. Social media can communicate verbally and in writing, as well as directly (synchronously) or indirectly (asynchronous). Text, photo, audio, video, animation, simulation, and even interactive multimedia can all be used to convey messages via social media (Anwas et al., 2020).

To provide an effective and engaging learning experience for students, effective integration of social media in teaching and learning necessitates creative and well-planned solutions from teachers (Leung et al., 2015). In order to reduce student errors in English learning, teachers must be able to create conducive conditions in the teaching and learning processes that allow students to easily understand and use English. Using

methods, techniques, and media that are appropriate to the subject matter of learning can increase students' interest and motivation in learning English, causing them to be more interested in and pay attention to these subjects.

Although teachers have tried their best efforts to provide the most effective media for students to learn English, some students may not find it effective for them. What students feel about the use of learning media may vary from one another due to some personal aspects such as learning styles, gadgets, internet connection and so on. Therefore, teachers also need to take into account what students think about the media they use in order to prepare a better and effective learning media for students in the future. Thus, students' perceptions on the use of media, especially social media, is necessary information that could help teachers develop teaching class.

There have been some studies focusing on investigating the students perception on learning English through social media. Harun et al. (2022) in his research showed the findings indicated that students' perceptions of English songs were regarded as a valuable resource for their learning, as evidenced by their personal experiences. The efficacy of YouTube song videos in facilitating English language acquisition can be inferred. In addition, Ismail et al. (2019) on his study titled "Student Perspective in Utilizing Social Media as a Tool for English Language Learning," the researcher demonstrated that second semester English students at the Islamic University of Riau find social media to be a more engaging platform for their learning. Furthermore, the availability of advanced technology enhances the appeal of the English language, rendering it more captivating.

These two previous studies discussed the students' perception on learning English through social media among pre-service English teachers.

However, there are limited studies conducted in this field, so it is difficult to draw a conclusion from the two previous studies. A more studies conducted in this field are needed in order to support the theory related to students' perception on learning English through social media. Therefore, it becomes inspiration for research to conduct similar study and compare the results from the previous ones.

RESEARCH METHODOLOGY

The researcher used a quantitative descriptive case study approach in this study to describe the students' perceptions in learning English through social media. Participants who are pre-service English teachers were involved in collecting data through close-ended questionnaires adapted from Harun et al. (2022) to find out their perceptions of learning English through social media.

The research samples were chosen by the implementation of a basic random sampling methodology. Students from one out of four available classes from four different semester were randomly assigned to participate in this study. The selection of sample class was based a simple draw. First, researcher made four paper lots in which each paper lot represented one available class. Then, researcher conducted a draw by randomly taking one paper lot. The class stated on the paper lot was then selected as sample of this study, which was sixth semester students. There were 48 students in this batch, but only 45 students were included in this study. Some other students were not involved because they were absent during the data collection.

The researcher employed a questionnaire as a means of data collection. A questionnaire is a method of gathering information by presenting a series of inquiries to people in order to obtain their responses.

The format includes both open-ended and closed-ended component (Arikunto, 2016). In this study, the researcher employed a close ended questionnaire adapted from (Harun et al. 2022) to enable informants to offer remarks in accordance with their preferences and capabilities. There exist four distinct categories of responses, namely strongly agree, agree, disagree, and strongly disagree. The researcher employed a variety of reaction types, including frequent, regular, seldom, and nonexistent.

Research data collection certainly required a method to assist the research. Researcher used a questionnaire to collect data about students' perceptions of learning English through social media. A list of questionnaires adapted from (Harun et al. 2022) was prepared for data collection. The entire process of collecting questionnaire data was carried out online using the Google Form.

FINDINGS AND DISCUSSION

This section provides an overview of the research results about students' perspectives on the utilization of social media as a tool for English language learning. The study was conducted during the 2022/2023 academic year and focused on students enrolled in the English Education Program at Universitas Muhammadiyah Kalimantan Timur. The data is presented in terms of average replies, with values below 3 indicating unfavorable perceptions and values above 3 indicating good perceptions. In contrast, three examples demonstrate neutral impressions. The results are provided below:

Table 1: Students' Perception of Using Social Media in Learning English

Statements	Scale				Total	Average
	SA	A	DA	SD		
Social media made learning English easier	23	22	0	0	45	4.5

Learning English through social media was fun and not boring	15	30	0	0	45	4.3
Social media was an important tool for learning English	13	29	3	0	45	4.1
Social media helped increase my confidence in learning English	7	32	6	0	45	3.8
Social media helped me improve my pronunciation	14	29	2	0	45	4.2
Learning English using social media was very effective	9	33	3	0	45	4

Table 4.1 presents the results pertaining to students' perceptions regarding the impact of social media on their English language acquisition. In general, participants expressed favorable attitudes towards using social media into their English language learning endeavors. The majority of students assert that acquiring English language skills through social media platforms facilitates their learning process, as evidenced by an average rating of 4.5. The mean value of 4.3, which represents the second highest score, indicates that the process of learning English using social media platforms is perceived as engaging and captivating. Furthermore, a significant majority of students also disclosed that their pronunciation skills are enhanced through the utilization of social media as a tool for studying English, with an average rating of 4.2. The data reveals the minimal impact of social media on enhancing pupils' self-assurance. The findings indicate that the mean value is 3.8. While the data indicates a favorable reaction, the magnitude of the observed increase is not statistically significant. It is posited that a significant population of students remains unaffected by the influence of social media on their self-assurance.

Table 2: Students' Perception of Frequency of Using Social Media in Learning English

Statement	Scale				Total	Average
	Often	Always	Seldom	Never		
I studied English on social media	8	32	5	0	45	3.9
I spent 1-3 hours per day on social media to learn English	3	8	32	2	45	2.5
I watched and listened to many English videos and songs on social media to learn English	26	13	6	0	45	4.3
I learned new words from social media	21	23	1	0	45	4.4
I found a lot of slang words from social media	26	16	3	0	45	4.4
I learned pronunciation properly and correctly through videos on social media	8	31	6	0	45	3.9
I felt happy learning English using social media	18	22	55	0	45	4.1

Table 4.2 shows the students' perception of the frequency of using social media in learning English. Almost all items show positive perceptions but the duration of using social media in learning English. The mean is 2.5 which indicates that most students did not spend 1-3 hours per day to learn English using social media. On the other hand, highest responses are shown on the frequency of social media in learning new words and slangs with 4.4 on average. The second highest is the frequency of using social media to watch and listen to English songs and movies with 4.3 points on average. Most students also admitted that they frequently felt happy in learning English through social media with 4.1 points on average.

The discussion of this study describes students' perceptions of the use of social media as a tool to improve English language skills. Students' reactions to each item in the questionnaire were based on their understanding, opinions, experiences, and results from listening to songs and watching videos on social media. For example, some questions from 45 students in the sixth semester received positive responses.

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 the respondents expressed disagreement or strong disagreement. The findings indicated that YouTube serves as a platform that offers numerous advantages for individuals seeking to enhance their talents, particularly in the domain of pronunciation. Based on the data presented in the aforementioned chart, it is evident that 60% of the students opted for the "often" category, while 32% consistently selected the "always" option. A minority of 8% indicated a preference for the "seldom" category, while none of the participants reported choosing the "never" option. 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 shown that approximately 23% of the student population holds a strong belief in the ability of social media to enhance their interest and motivation in studying the English language. Furthermore, a significant majority of 74% of students concur that the integration of social media inside the classroom setting yields favorable outcomes for the learning process.

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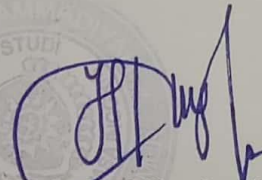
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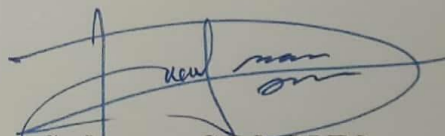
Nama Mahasiswa : Rahmat Nuryadi
NIM : 1911102421015
Program Studi : S1 Pendidikan Bahasa Inggris
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	30/07/2023	Revisi dan Finalisasi	

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Khusnul Khatimah, M.Pd.
NIDN. 1128068901


Sudarman, S.Pd., M.Ed.
NIDN. 1121088702

Students' Perception on Learning English Through Social Media

by Rahmat Nuryadi

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