A STUDY ON STUDENTS' PERCEPTIONS TOWARD THE ROLES SOCIAL MEDIA TO LEARN ENGLISH AS A FOREIGN LANGUAGE

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Abstract: In today's digital era there are many types of social media that are popular and provide foreign language learning content, especially English. Seeing the existing phenomenon, that social media has become a necessity that is difficult to avoid using, it is very important to know their perceptions of the social media they use to learn English. This study aims to find out what types of social media they use, their perceptions of the social media they use, as well as aspects of the skills they can improve from the social media they use to learn English. This research is a qualitative research. In this study, researchers used interview instruments. The results of this study found 5 social media that they most often use to learn English, namely YouTube, TikTok, Instagram, Facebook and Twitter. Researchers found positive perceptions, but found challenges that they also experience when using social media such as limited duration, inappropriate advertisements and internet connection problems, then researchers also found aspects of English skills that they could improve, namely listening, speaking, reading and writing. In addition, students can add knowledge of grammar, pronunciation and vocabulary. So it can be concluded that social media has a positive role in helping students learn English.

Keywords: Perception, social media, learning English

Abstrak: Di era digital saat ini banyak sekali jenis-jenis sosial media yang popular dan menyediakan konten pembelajaran Bahasa asing khususnya Bahasa Inggris. Melihat fenomena yang ada, bahwa media sosial sudah menjadi suatu kebutuhan yang sulit untuk dihindari penggunaannya, Sangat penting untuk mengetahui persepsi mereka terhadap media sosial yang mereka gunakan untuk belajar Bahasa Inggris. Penelitian ini bertujuan untuk mengetahui jenis media sosial apa saja yang mereka gunakan, persepsi mereka terhadap media sosial yang mereka gunakan, serta aspek skill yang dapat mereka tingkatkan dari media sosial yang mereka gunakan untuk mempelajari Bahasa Inggris, Penelitian ini merupakan penelitian kualitatif. Dalam penelitian ini, peneliti menggunakan instrumen wawancara. Hasil dari penelitian ini ditemukan 5 media sosial yang paling sering mereka gunakan untuk belajar Bahasa inggris yaitu YouTube, TikTok, Instagram, Facebook dan Twiter. Peneliti menemukan persepsi positif, tetapi menemukan tantangan yang mereka alami juga ketika menggunakan media sosial seperti durasi yang terbatas, iklan tidak pantas dan masalah koneksi internet, kemudian peneliti juga menemukan aspek skill Bahasa inggris yang dapat mereka tingkatkan yaitu listening, speaking, reading dan writing. Selain itu siswa dapat menambah pengetahuan grammar, pronounciation dan

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vocabulary. Sehingga dapat disimpulkan bahwa media sosial memiliki peran positif dalam membantu siswa mempelajari Bahasa Inggris.

Kata Kunci: Persepsi, media sosial, pembelajaran Bahasa inggris

I. INTRODUCTION

Perception is a person's behavior which is a function of how they perceive. The formation of perceptions that occur in humans is strongly influenced by various factors, ranging from internal and external that have been experienced before such as knowledge, motivation, to the experience gained. All of these factors then interact with each other and influence how an object or event is seen and then becomes the perception that arises from the individual concerned. So that everyone has their own perception of something. What a person feels by itself will have an impact on his motivation, because perception and motivation belong to the same object. According to Walgito in (Akbar, 2015, p. 194) perception is the process of organizing, interpreting the stimulus received by the organism or individual so that it becomes something meaningful, and is an integrated activity within the individual. In general, perception is the act of compiling, recognizing, and interpreting sensory information to provide an understanding and description of an environment.

Perception is a transaction process of evaluating an object, situation or event.

According to Walgito in (Chusna, Muadi, & Susilo, 2019, p. 451) There are 3 main aspects of perception, namely cognition, affection and conation.

a. Perception of cognition concerns the components of knowledge, views, expectations of ways of thinking/getting knowledge, and past experiences of everything that is obtained from the thoughts of the individual perpetrators of perception.

b. Affective perception concerns the components of feelings and individual emotional states towards certain objects as well as everything that involves evaluation of good and bad based on one's emotional factors.

c. The perception of conation involves the motivation, attitude, behavior of individual activities in accordance with their perception of a particular object or situation.

Perception can be said to be important for someone because perception will shape one's understanding of something. Perception is also very important to observe in the world of education, because perception greatly influences a student's motivation in learning something.

In today's modern era, social media has a great influence in helping students' learning processes, especially in learning languages, because social media cannot be separated from interactions with other users. According to (Nasrullah, 2015, p. 3) social media is media on the internet that allows users to represent themselves and interact, collaborate, share, communicate with other users to form virtual social bonds. Seeing the existing phenomenon that social media has become a necessity that is difficult to avoid using, especially for a student. Moreover, social media does not limit interaction to only one particular place, there are many types of social media that provide opportunities for someone to interact with other people outside their country. Of course, this requires users to learn a language to meet their needs in interacting. The most common is the use of English, because English is a unifying language for all people around the world.

In today's global era, internet-based information and communication media are used by people regardless of age, space and time, and can save costs for receiving or reporting information that they get quickly and easily, namely social media. Currently social media is widely used by the public easily and users can have several applications provided by social media with various features and different views. These internet-based social media include Facebook, Instagram, WhatsApp, Tiktok and other social media applications.

Based on data from Hootsuite (We are Social): https://andi.link/hootsuite-we-are-social-indonesian-digital-report-2022/ regarding social media, of Indonesia's total population of 277.7 million, there are 204 .7 million active social media users. Whatsapp 88.7%, Instagram 84.8%, Facebook 81.3%, TikTok 63.1%. And it is stated that most social media users are teenagers. Even though social media has some drawbacks, social media can also improve students' academic achievement in class, especially in English class. Teachers and students can use social media to learn English as a second or foreign language, because social media can help make learning inside and outside the classroom more effective and easy. Even though some people find it difficult to learn the language, using social media to improve their English as a second language is a great idea. Students will develop new grammar, vocabulary, or even improve their listening and writing skills. They will read post-captions and photos on Instagram, chat with native speakers on WhatsApp, or watch videos delivered in English available on YouTube.

This phenomenon made researcher interested in conducting research on "Student Perception Studies of the Role of Social Media in Learning English as a Foreign Language".

As for the formulation of the problem in this study, the researcher formulated "What social media is most often used by students to learn English, how are students' perceptions of each social media used to learn English and what English skills can be improved from each social media that students use to learn English, the purpose of this research is to find out which social media students use the most to learn English, to describe students' perceptions of each social media used to learn English and to find out which English skills can be improved from each of the social media used by students to learn English.

The results of this study are expected to provide benefits both theoretically and practically. Theoretically, this research is expected to support existing theories about the role of social media in learning English as a foreign language. As well as providing further information about the benefits of social media in the process of learning English. English teachers can use this research to enrich their knowledge about the phenomenon of student perceptions, especially about the role of social media as a medium for learning English. For students, the research results are expected to motivate them to learn English, because English is an important skill for their future careers and they can use social media to learn English outside the classroom. For future researchers, this research can be used as a reference for future researchers who wish to conduct research on students' perceptions of the role of social media in learning English.

II. RESEARCH METHODS

This study uses descriptive qualitative research, according to (Taylor, Bogdan, & DeVault, 2016, p. 7) states that the term qualitative methodology in a broad sense refers to research that produces descriptive data about written or spoken words of people and observable behavior. The approach used in this study is a qualitative approach.

In this study the instrument to be used is interviews. According to (Sugiyono, 2016, p. 225) in general there are four kinds of data collection techniques, namely observation, interviews, documentation, and combination or triangulation. Researcher interviewed 17 3rd semester students of the English language education study program at the University of Muhammadiyah Kotabumi. The 17 students were chosen because they were representative respondents. This interview was conducted face to face. In conducting interviews, students answered 3 questions related to what 2 types of social media they used most often to learn English, what was their perception of each social media they used to learn English and what English skills they

could improve from each social media they use to learn English. Interviews were conducted in Indonesian to avoid student misunderstandings when answering questions.

The data analysis technique in this study uses the Miles and Huberman model. Miles and Huberman quoted in Sugiyono (2016, p. 246) say that there are four lines of analysis namely: data collection, data reduction, data display and conclusion/verification.
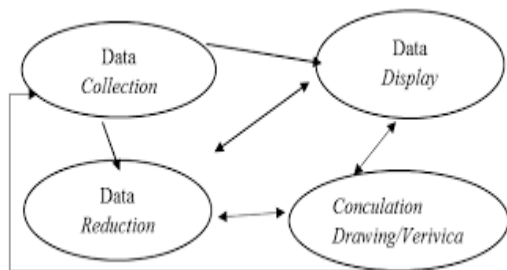
Picture 1 Components in Data Analysis (Interactive Model)

III. RESULTS AND DISCUSSION

Results

Seeing the phenomenon of high use of social media at this time, of course, will open up opportunities for students to use social media as a medium for learning English, especially in the use of social media that is growing rapidly at this time there is ease in managing languages, one of which is English.

Researcher have conducted research on students' perceptions of the role of social media in learning English as a foreign language. Researcher have conducted preliminary research to select the number of respondents who will be used as data sources, from 37 students who were distributed questionnaires, 17 students were selected which researcher considered to be the most representative.

The research was conducted for four days, from October 9 2022 to October 12 2022, using an interview instrument which contained 3 student perception questions.

Based on the data collected from the interview transcripts, the researcher found the social media they used the most, the advantages and disadvantages of each social media they used and aspects of the skills they could improve from each use of social media.

The researcher found several social media that students most often use to learn English, which can be seen in the following diagram:
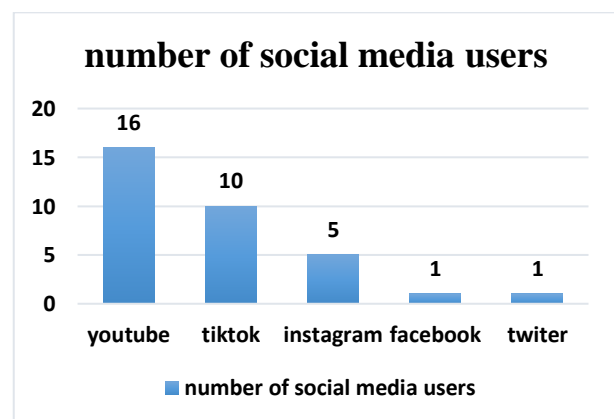
Picture 2 Graph of Social Media Usage

Based on the findings of interviews with respondents, the researcher found YouTube with the highest number of users, with 16 users from 17 respondents interviewed, then in second place, TikTok with 10 users from 17 respondents interviewed, in third place, Instagram with 5 users from 17 respondents who interviewed as well as Facebook and Twitter, each of which has 1 user. They have their own reasons for using social media to learn English, including the ease of use, the advantages of the social media they use and the comfort they feel when using social media to learn English.

Then the researcher also found their perceptions of the social media they use to learn English, various kinds of students' perceptions of each of the social media they use to learn English. The researcher asked the advantages and disadvantages of the social media they used. Researcher found positive perceptions of the use of social media that they use. YouTube is the most complete social media facility in its use as a medium for learning English, with the advantages of having a long duration and the availability of sufficient material to meet students' needs. However, YouTube itself has drawbacks such as advertisements which are considered to interfere with student learning focus and student complaints regarding quotas that often run out. The advantages and disadvantages of

social media will always be found, but students certainly have a tendency from existing social media to use it to meet their needs in learning English.

Finally, the researcher found aspects of English skills that students could improve in using social media to learn English. The researcher found all English skills that they could learn and improve, namely speaking, reading, listening, and writing. In addition, students can increase knowledge of grammar, pronunciation and vocabulary. The benefits they can experience in using each of these social media depend on the availability of materials and features that support their learning process.

Discussion

The researcher has presented interview data related to student perceptions of the role of social media for learning English, after explaining all the findings taken from the interview data, the researcher wants to discuss his findings. Based on all the data, the researcher found that social media is beneficial for students to learn English. These findings are in line with the results of research conducted by (Mismara, 2019) who said that using social media as additional support for learning English has a positive impact on students. Based on the results of the interview on the first question the researcher wanted to know which social

media they most often used to learn English, found 5 social media they used to learn English, namely YouTube, TikTok, Instagram, Facebook and Twitter.

Youtube is the most widely used social media, of the 17 students interviewed, 16 students use this social media. Based on the findings, the advantage of YouTube is that it has a lot of English content, this opens opportunities for students to freely choose the English content they need. Then a long duration, sufficient duration will have an impact on students' understanding of the material they are studying. Then there are lots of references, this opens a space for freedom for students to choose the material they need. With YouTube in the form of audio visual, it can facilitate students in the learning process. However, there are also some drawbacks that they complain about, such as if they want to get good video quality, it also affects quota usage, content providers sometimes don't provide subtitles or subtitles are out of sync with what's in the video so students find it difficult to understand what is being said learned, there are annoying advertisements, then because the duration is too long some students feel bored. Then related aspects of skills that can be improved from using YouTube media are speaking, reading and listening. Improved speaking skills are obtained from repetition of the pronunciation that students do from

the material or examples given in the videos they watch and are assisted by the subtitles contained in the videos making it easier for them to practice them. They got an increase in their reading skills because they read the subtitles in the video so they are used to and trained in reading. Improved listening skills are obtained by them by frequently listening to what is conveyed in the video.

TiTok social media is the second most used social media after YouTube, out of 17 students interviewed 10 of them use TikTok as a medium for learning English. Based on the findings, the advantage of TikTok is that it is more flexible in selecting material because it provides complete references, not boring because the duration is not too long and the presentation of material is easy to understand, but apart from having the advantages of TikTok they also have their drawbacks saying the duration is limited and it is not uncommon to find videos that have to wait for the next video to continue and their learning process becomes delayed, inappropriate content appears. Then related aspects of skills that can be improved from the use of social media TikTok are speaking, reading and listening. The improvement in speaking skills was obtained from the repetition of the pronunciation they did from the examples contained in the video. Improved reading skills can be obtained when they read the subtitles in the videos

they see. Improved listening skills can be obtained from the music they listen to on TikTok. Apart from that, learning English using TikTok can increase vocabulary and grammar knowledge.

The next social media is Instagram, it was found that 5 students used Instagram to study English, this social media is actually not much different from TikTok, based on the findings Instagram has the advantage of providing a special account that provides content for English learning materials, has an attractive image or display so they are happy and easy to understand. However, it is the same as other social media which have drawbacks, the disadvantage of Instagram is that it has a limited duration so that students do not understand the details of the material presented, then what becomes a common problem is consuming too much quota. Then related aspects of skills that can be improved from using Instagram social media are speaking, reading and listening. Improved speaking skills are obtained from content that provides dialogue exercises using English so that it trains their speaking. Improved reading skills can be obtained from their habit of reading written English content. They found an increase in listening skills from listening to the content presented. Then they also indirectly learn English using Instagram to increase their vocabulary.

The next social media is Facebook, the researcher found that only 1 student used Facebook as a social media to learn English. Based on the findings, besides Facebook can be used to learn English, Facebook is also a broad information provider. Then for the drawbacks students say that Facebook has videos that are limited in duration so students don't understand what they are learning. Then related aspects of skills that can be improved from the use of Facebook social media are listening and reading.

The last social media is Twitter, there is only 1 user that the researcher found in interviews, based on the findings of the advantages of Twitter, namely not being wordy in explaining the material so it gets straight to the point, then for the drawbacks students say there are limitations in Twitter so it is not uncommon for explanations to be found truncated and have to wait for the next part. Aspects of skills that can be improved from its use students say can improve writing skills because the activity in it is writing.

Based on the discussion of the findings above, the researcher concluded that each students has a different perception regarding the choice of social media they used to learn English as well as good and bad ratings based on the perceptions of each student, in line with Walgito in Chusna, et al. (2019, pp. 451-452) Affective perception

concerns the components of individual feelings and emotional states towards certain objects and everything related to good and bad judgments based on a person's emotional factors. This means that everything depends on the student's point of view of the object he perceives.

Based on the results of previous research and research conducted by (Safitri, 2021) there are similarities in the results of the research, namely students have positive perceptions about using social media to learn English. They stated that social media provided an endless supply of English content which enabled them to keep practicing their English skills specifically listening, expand their vocabulary, and improve their pronunciation knowledge. However, there are differences, the difference is that researcher found the social media that students used most often, the disadvantages of the social media that students used, as well as aspects of skills that students can improve from each of the social media they used.

Furthermore, based on the results of previous research and research conducted by (Sely, 2018) there are similarities in the results of the research, namely students have positive perceptions about using social media to learn English. They describe social media as a fun, flexible, and useful platform to assist them in learning English as a foreign language. However, there are differences, the difference is that researcher found the social media that students use most often, the disadvantages of the social media that students used, as well as aspects of skills that students can improve from each of the social media they used.

From all the description above, the researcher concluded that every student has a positive perception of the social media they used but students also have challenges they experience when using social media to learn English. Such as, the problem of using internet quota, inappropriate advertisements that interfere with their learning process and the duration and limitations of the material provided. In addition, the researcher obtained the social media they used to learn English, namely YouTube, TikTok, Instagram, Facebook and Twitter. Youtube with the highest number of users, 16 users from 17 respondents interviewed, then in second place, TikTok with 10 users from 17 respondents interviewed, in third place, namely Instagram with 5 users from 17 respondents interviewed as well as Facebook and Twitter, each of which there is 1 user each. They have their own reasons for choosing the social media. Then the skill aspects that they can improve are speaking, listening, reading and writing all depending on the availability of existing facilities on the respective social media they use.

This research is only on perception. Researchers must emphasize the boundaries to discuss skills improvement. There should be a test or experiment to see if social media really helps students improve their English skills. Students also have ample opportunities to become independent learners.

IV. CONCLUCION

Based on these findings, the researcher found the types of social media that students used the most, students' perceptions of the social media they used, as well as aspects of skills that could be improved from the social media they used to learn English.

First, the researcher found 5 social media that students most frequently used to learn English, namely YouTube, TikTok, Instagram, Facebook, and Twitter. In first place is YouTube with 16 users, TikTok with 10 users, Instagram with 5 users, then Facebook and Twitter with 1 user each.

Second, students have positive perceptions about using social media to learn English. They state that social media provides an endless supply of English content. In addition, students can learn English from many ways on social media, they can choose English content they like and find things that their teacher doesn't teach in class. This situation creates a stress-free learning environment for students so that students feel comfortable and motivated to learn English outside of school. Students also mentioned obstacles such as the use of extravagant quotas, content providers who were not optimal in presenting material and content that was not appropriate.

Third, aspects of English skills that can be improved are listening, speaking, writing, and reading. In addition, they can also increase their vocabulary, increase their vocabulary, increase their grammar knowledge and improve their pronunciation knowledge.

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