

**STUDENTS' PERCEPTION OF USING SOCIAL MEDIA
TO IMPROVE THEIR VOCABULARY MASTERY**

Undergraduate Thesis

By

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ABSTRACT

**STUDENTS' PERCEPTION OF USING SOCIAL MEDIA
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This study investigates students' perceptions of using social media as a tool to enhance vocabulary mastery in English as a Foreign Language (EFL). The research was conducted with 36 students from the English Education Study Program at Lampung University during the 2024/2025 academic year. Using a descriptive quantitative design, data were collected through a questionnaire consisting of 51 items focusing on four vocabulary aspects: nouns, verbs, adjectives, and adverbs. The results indicate that students hold predominantly positive perceptions toward the use of platforms such as YouTube, Instagram, Facebook, and Spotify for vocabulary learning. They reported that social media provides engaging and interactive contexts, improves motivation, and helps them acquire and retain new vocabulary more effectively than traditional methods. In addition, students appreciated the authenticity and accessibility of language exposure through these platforms. However, some challenges were also noted, including the presence of informal or inappropriate language and the risk of distraction. Overall, the findings suggest that integrating social media into English learning can significantly support vocabulary development if guided properly. This research contributes insights for educators on how to optimize social media use in language instruction while maintaining a balance between formal and informal language learning.

Keywords: perception, social media

ABSTRAK

PERSEPSI SISWA TENTANG PENGGUNAAN MEDIA SOSIAL UNTUK MENINGKATKAN PENGUASAAN KOSAKATA MEREKA

Oleh

Wisnu Wardana

Penelitian ini dilakukan pada 36 mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Lampung tahun akademik 2024/2025. Penelitian menggunakan desain kuantitatif deskriptif. Data dikumpulkan melalui kuesioner yang terdiri atas 51 butir pernyataan yang berfokus pada empat aspek kosakata, yaitu kata benda (nouns), kata kerja (verbs), kata sifat (adjectives), dan kata keterangan (adverbs).

Hasil penelitian menunjukkan bahwa mahasiswa memiliki persepsi positif terhadap penggunaan platform media sosial seperti YouTube, Instagram, Facebook, dan Spotify dalam pembelajaran kosakata. Media sosial dinilai mampu menyediakan konteks pembelajaran yang menarik dan interaktif, meningkatkan motivasi belajar, serta membantu mahasiswa memperoleh dan mengingat kosakata baru dengan lebih efektif dibandingkan metode pembelajaran tradisional. Selain itu, mahasiswa mengapresiasi keaslian (authenticity) dan kemudahan akses terhadap paparan bahasa yang tersedia melalui platform tersebut. Meskipun demikian, beberapa tantangan juga ditemukan, seperti penggunaan bahasa yang bersifat informal atau kurang sesuai serta potensi gangguan konsentrasi selama proses pembelajaran. Secara keseluruhan, hasil penelitian menunjukkan bahwa penggunaan media sosial dapat mendukung pengembangan penguasaan kosakata bahasa Inggris secara signifikan apabila dimanfaatkan secara tepat dan terarah. Temuan penelitian ini memberikan implikasi bagi pendidik dalam mengoptimalkan penggunaan media sosial sebagai media pembelajaran bahasa yang efektif.

Kata kunci: persepsi mahasiswa, media sosial, penguasaan kosakata, pembelajaran bahasa Inggris.

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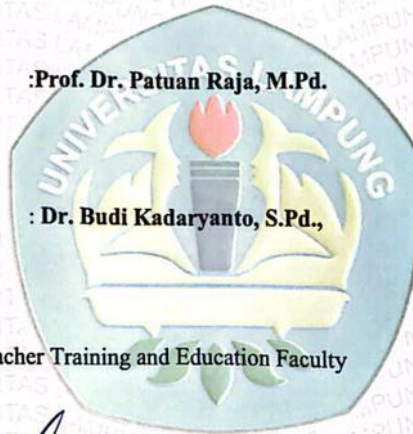
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Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang sepengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Wisnu Wardana was born in Candi Rejo, on July 17th, 1999. He is the third child of five siblings in the family of Siti Aisyah and Hendra Saputra. He started his educational life for the first time at SD Negeri 1 Candi Rejo. After he graduated from elementary school in 2012. Then, he continued his study at SMP Negeri 2 Way Pengubuan. and graduated in 2015. In mid-2015, he entered MAN 1 Lampung 1Tengah. He graduated from high school in 2018. In 2019, he was accepted as a student of English Education Study Program of Teacher Training and Education Faculty at Lampung University through SBMPTN program. In June 2022, he did KKN in Desa Way Mili, Gunung Pelindung, Lampung Timur and he conducted PPL at SMA Mutiara Natar, Lampung Selatan. To complete his study, he undertook research related to the students' perception of using social media to improve their vocabulary mastery.

MOTTO

“Success is not final, failure is not fatal: it is the courage to continue that counts.”

-Winston Churchill-

“Do not go where the path may lead, go instead where there is no path and leave a trail.”

-Ralph Waldo Emerson-

DEDICATION

Whole-sincerely devoted to all great teachers who instil hope, dreams, and future.

*My patient advisors, my beloved parents, siblings, and all the kindest people
involved*

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Keywords: perception, social media

I. INTRODUCTION

In order to introduce this research, this chapter discusses some points including research background, research questions, objectives of the research, the use of the research, scope of the research, and definition of terms.

1.1 Background

The teaching of English as a Foreign Language (EFL) remains a critical component of education systems globally, especially in non-native English-speaking countries (Garton, 2017). As globalization continues to impact various sectors, the demand for proficient English speakers has risen significantly (Miller, 2021). EFL teaching encompasses more than just facilitating communication; it involves equipping learners with skills necessary for academic, professional, and social contexts (Richards & Rodgers, 2014). Effective EFL instruction requires a holistic approach that integrates not only the four basic language skills but also a strong vocabulary foundation (Biber et al., 2020).

The four basic language skills—listening, speaking, reading, and writing—are essential for achieving language fluency (Goh, 2019). These skills are interconnected and mutually supportive; for instance, a robust vocabulary enhances reading comprehension and supports effective communication in both spoken and written forms (Aebersold & Field, 2017). Vocabulary, in particular, is crucial for language acquisition. Without an adequate vocabulary, learners struggle to express themselves clearly, understand others, and fully engage with English-language texts (Kieffer & Lesaux, 2018). Thus, vocabulary mastery is often viewed as a key element of language learning, serving as a bridge to advanced linguistic competence (Schmitt, 2018).

Vocabulary learning is an essential component of English language acquisition because it supports learners in understanding and producing language effectively. However, traditional vocabulary learning methods are often perceived as less engaging for students. As technology continues to develop, social media has emerged as a popular platform that can support vocabulary learning. Through platforms such as YouTube, Instagram, Facebook, and Spotify, learners are exposed to authentic language input, including new words, expressions, and everyday communication. These platforms provide opportunities for students to encounter vocabulary in meaningful contexts and learn independently beyond the classroom.

Social media refers to web-based platforms that allow users to create, share, and interact with content through virtual communities and social networks. Kaplan and Haenlein (2010) explain that social media is based on the concept of Web 2.0 and user-generated content, which enables users to participate actively in producing and sharing information. In language learning, social media can provide students with authentic and meaningful English exposure through videos, captions, comments, podcasts, songs, and online discussions. Platforms such as YouTube, Instagram, Facebook, and Spotify allow learners to encounter new vocabulary in real-life contexts and support independent learning outside the classroom.

In the ever-evolving digital era, social media has affected almost every aspect of human life, including education. In educational circles, the use of social media as a learning tool has become an interesting and relevant topic. Social media, such as Facebook, Instagram, Twitter, and YouTube, have expanded the possibilities for communication, collaboration, and access to information in learning contexts. Therefore, the use of social media in learning English has attracted the attention of educators and researchers. A variety of tools and resources have made learning a language easier, particularly when it comes to learning English. In the context of EFL, learners can interact with native speakers through technical tools such as email and social media (Annamalai, 2017). The users may learn English directly from the natives by using social media. There are many educational content creators that can be found on social media such as on YouTube and Instagram.

The development of technology requires all of academic practitioners, teachers, and lecturers to be involved in the use of technology in their teaching, learning, and class activities. In other words, teachers and lecturers need to be creative facilitators and users of the technology. They have to be able to facilitate the teaching and learning activities in the class by presenting the appropriate use of technology. By knowing the perception and perspective of the students toward the use of social media in teaching, they could improve the teaching material in order to increase the quality of teaching.

Several studies have investigated students' perceptions of using social media for English language learning. Ismail et al. (2019) found that students perceived social media positively because it provided flexible and interactive learning opportunities. Similarly, Gikas and Grant (2013) reported that students viewed social media as beneficial for communication and learning outside the classroom. Furthermore, Godwin-Jones (2018) highlighted the potential of social media platforms to facilitate language learning through authentic and multimodal input.

However, most previous studies focused on social media use for English learning in general and did not specifically investigate its role in improving vocabulary mastery. In addition, limited attention has been given to identifying which vocabulary aspects, such as nouns, verbs, adjectives, and adverbs, are perceived to improve the most through social media exposure. Moreover, studies examining this issue among English Education students in the Indonesian context, particularly at the University of Lampung, remain limited. Therefore, this study aims to investigate students' perceptions of using social media to improve vocabulary mastery and identify the vocabulary aspects that are perceived to benefit the most from social media use.

Several previous studies have investigated the use of social media in English language learning. Ismail et al. (2019) found that students had positive perceptions of social media because it provided flexibility, interaction, and various learning resources. Gikas and Grant (2013) also reported that mobile devices and social media supported students' interaction, collaboration, and learning activities outside the classroom. In addition, Godwin-Jones (2018) emphasized that social media and

digital platforms provide authentic and multimodal input that can support language learning.

However, most previous studies focused on the use of social media for English language learning in general. Limited attention has been given to students' perceptions of using social media specifically to improve vocabulary mastery. Furthermore, few studies have examined which vocabulary aspects, such as nouns, verbs, adjectives, and adverbs, are perceived to improve the most through social media use. Therefore, this study was conducted to investigate students' perceptions of using social media to improve their vocabulary mastery among English Education students at Lampung University.

1.2 Research Question

In line with the background stated earlier, the researcher formulates the following research question:

How are Students' perceptions of using social media to improve vocabulary mastery?

1.3 Objective of The Research

Based on the research questions above, the objective of this research is formulated as follows:

To investigate the students' perceptions of using social media to improve vocabulary mastery.

1.4 Uses of The Research

The result of this research provided valuable information for the lecturers regarding the students' perception of using social media to improve vocabulary mastery so that the lecturers can decide whether to use social media or not for their English language learning. This research also provided information on the vocabulary aspect that improve the most from using social media for vocabulary mastery.

1.5 Scope of The Research

This research used a questionnaire that consists of 51 closed questions for collecting the data from the respondents to explore the students' perception of using social media such as *Instagram*, *Youtube*, *Facebook*, and *Spotify*, to improve vocabulary mastery. Each question has 5 alternative answers, from "strongly disagree" to "strongly agree". The researcher conducted the research at Lampung University. Furthermore, the sample were 30 students of the 2024/2025 academic year students of the English Education study program at Lampung University.

1.6 Definition of Terms

In this study, some terms appear frequently in the explanations of each chapter.

These terms became the core of this study, such as:

1. Social Media

Kojo et al., in 2018, stated that social media is the latest technological explosion in the information world. It is an online platform that focuses on building and reflecting on the social relations among people, who share common interests or activities. According to Aichner (2021), The term “social media” was first used in 1994 on a Tokyo online media environment, called Matisse.

2. Media

The term "media," which is the plural of "medium," refers to all forms of communication, including digital data and printed paper. Media includes news, art, educational content, and any form of information that can reach or affect people, including television, radio, books, magazines, and the Internet. As stated by Bakri (2011), The meaning of media is aimed at something that delivers information between message sender and receiver.

3. Perception

According to Sarwono (2011), perception in general is the process of obtaining, interpreting, selecting, and organizing sensory information. Meanwhile, the Oxford English Dictionary describes perception as “a particular attitude toward or way of regarding something or a point of view toward something”

4. Vocabulary

A vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. It can be concluded that a person's vocabulary is the list of words they need to know in order to communicate effectively (Agustin & Ayu, 2021).

II. LITERATURE REVIEW

Related to many things in the previous chapter, this chapter is ahead of some theories that will be discussed in this research. It consists of perception, social media, types of social media, problems of the use of social media, advantages and disadvantages of the use of social media, previous studies, theoretical assumptions, and hypotheses.

2.1. Previous study

Several studies related to the students' perception of using social media to improve vocabulary mastery have been done by several researchers before. The following paragraphs will explain several research studies focusing on examining students' perceptions on the use of social media in the English classroom.

- a) The first study was conducted by Ismail and others in 2019 with the title "Student Perspective in Using Social Media as a Tool in English Language Learning". The purpose of this study is to examine how students view and interpret social media as a tool for learning the English language. Students at the Islamic University of Riau's English Department, Faculty of Education, provided both qualitative and quantitative data. According to this research, social media's flexibility, interactivity, and wealth of resources make it a wonderful tool for promoting student-centered learning. One of its disadvantages is the poor quality of online training, which causes students to have negative perceptions and perspectives. The results of the study showed that using social media to acquire general knowledge and information as well as to improve language proficiency is very valuable and practical.
- b) The second study was conducted by Gikas and Grant in 2013, exploring higher-education students' perspectives on learning with mobile computing devices and

the role social media played in their academic activities. The research titled as “Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media”. Through focus groups and qualitative analysis, the authors reported that students appreciated how mobile devices and social media enabled interaction, collaboration, and content creation outside the classroom, which in turn supported incidental vocabulary exposure and practice. At the same time, students described frustrations stemming from distractions, usability issues, and the uneven integration of these tools into structured coursework. Gikas and Grant’s findings underscore that while students generally perceived social media and mobile devices as beneficial for language learning, successful integration required pedagogical planning and support.

- c) The third study was conducted by Godwin-Jones in 2018, with a title “Emerging technologies: Using mobile devices for language learning”. This study provides an influential review of how social media and Web 2.0 technologies have been employed in language learning. Drawing on empirical studies and classroom projects, Godwin-Jones argued that social media affords extensive opportunities for incidental vocabulary learning through authentic, multimodal input (videos, podcasts, songs, captions) and learner-generated content. He also highlighted learners’ positive attitudes toward using familiar platforms for language practice, while cautioning that teachers must scaffold learners’ use of informal online language and guide them to distinguish casual register from academic/targeted vocabulary learning. Godwin-Jones’s review synthesizes evidence that learners often report favourable perceptions of social-media-based learning—especially for vocabulary exposure and motivation—provided that teachers integrate these tools with explicit pedagogical aims.

2.2. Perception

According to Sarwono (2011), in general, the process of gathering, understanding, choosing, and organizing sensory data is known as perception. Perception in psychology can also be understood as the process of gathering, understanding, and organizing sensory data about other individuals. What is obtained, interpreted,

selected, and regulated is sensory information from the social environment and the focus is on other people. According to Basthomi (2017), perception is an internal process that enables an individual to select, arrange, and interpret environmental stimuli. These processes have an impact on an individual's condition. The process of recognizing others and their characteristics is called perception. Through perception, individuals try to find out about other people. Perception can also be interpreted as learning how individuals form impressions and make inferences about other people. Everything that exists within the individual such as experience, thinking ability, and other aspects that exist within the individual will have a role in perception. Based on some theories and definitions by the experts above, it can be concluded that perception is a way of thinking, working, and behaving in a person who is formed by the five senses and is influenced by the experience that has owned.

In an educational context, perception reflects how students view learning processes, materials, or tools used by teachers. In this study, perception refers to students' attitudes, opinions, and levels of acceptance toward using social media as a medium for learning English vocabulary. Understanding students' perceptions is essential because these perceptions influence motivation, engagement, and the effectiveness of learning outcomes.

2.3. Social Media

Social media refers to applications, websites, or computer-mediated technology that enables individuals to create and share a wide range of content, information, ideas, interests, and generous expressions through communities by participating in social networking. Social media, according to Kaplan & Haenlein (2010), are web 2.0 applications that are internet-based. Social media is an information and communication technology platform that users utilize to have online conversations. In their daily communications, people share ideas via social media. Social media bring people together, facilitate collaboration, and make communication easier. Currently, social media are used as a platform to create and publish content. People of every age and level use it.

Social media is useful for distributing the newest information, videos, educational resources, and captivating stories for learning and sharing. This suggests that social media might be an effective tool for enhancing communication. Gikas & Grant (2013) stated that since people are easy to make a new social media account, students who are interested in learning a language using Social media are able to create their own understanding. Social media have different impacts on the users (Madni, 2014). As a result, those who learn a language through social media will get different perceptions and information.

2.4. Examples of Social Media Platforms

Social media platforms can be used in a variety of ways. Students are more engaged with the information presented on social media than they are with traditional means. They are able to actively engage in their education. Moreover, the applications allow users to connect with other people by inviting them, creating, and sharing personal information. These are examples of social media platforms:

A. YouTube

The YouTube website was founded by three former PayPal workers in February of 2005. The website allows users to upload, watch, and share short videos. The video-based website quickly became well-known, and a large number of people subscribed to it. Leaders at Google have taken notice of the website due to its popularity. They are aware of the potential impact YouTube might have on people's lives in the areas of politics, health, education, and the economy. So, the company acquired the website in 2006. People can find content in a variety of categories on the current YouTube website design, including sports, music, education, and news. According to Bonk (2009), YouTube is a visually appealing social media platform that supports worldwide education. Teachers are using it more and more to impart English language skills (Duffy, 2008). It provides quick and enjoyable access to instructional films and materials based on languages and cultures from throughout the world. Based on Kabooha & Elyas (2015), YouTube is a multidimensional resource that contains a video in all fields of knowledge that is easy to access. It can

be the best option to fulfill the need for English learners to learn English as a foreign language.

B. Facebook

According to Blattner & Fiori (2009), Facebook is the main social media platform, boasting more than billions of users and being one of the most popular and rapidly growing websites on the Internet. Facebook also has a significant impact on English language acquisition since it gives users a convenient platform for English-language communication. Students can create a personal profile page and connect with people worldwide by sharing their hobbies and interests. Facebook can be used for a variety of functions, including collaborative creation, material sharing, communication, and modification. Facebook users can improve their writing abilities because the platform mostly uses English for international communication. Additionally, Facebook can be helpful for English language learners, particularly in Indonesia where there are a lot of pages to help people learn the language.

C. Spotify

Spotify is a digital music streaming service that allows users to access a vast library of songs, podcasts, and other audio content from various artists and creators around the world. It offers both free and premium subscription options, where users can listen to music on-demand, create playlists, discover new music through personalized recommendations, and share their favorite tracks with others. Spotify is available on various devices, including smartphones, tablets, computers, smart speakers, and gaming consoles, making it accessible virtually anywhere with an internet connection. According to recent educational research, analyzing song lyrics on platforms like Spotify not only improves students' vocabulary mastery but also cultivates critical thinking skills by examining language use in different cultural and stylistic contexts (Garcia et al., 2021).

D. Instagram

Instagram is a literal combination of the words "instant camera" and "telegram." Instagram is created by combining the meanings and sounds of these two words. Instagram is a quick and entertaining way for people to share a snapshot of their lives with their friends. Users of Instagram can quickly post information by snapping pictures or videos (Yuheng Hu, 2014). Instagram lets people take photos with their phones and share them with others. All users have to do is take a picture, edit it with a filter, and save it as a permanent memory. Users can also include text to provide details about the shared images or videos. Instagram is one of the mobile applications which quite popular among young people in recent days. Students can learn about current events that take place outside of the classroom. According to Handayani (2015), Instagram has the potential to be a useful tool for teaching English.

2.5. Problems of The Use of Social Media

For students, social media is a vital resource. Students are engaged by social media, which should be investigated as information sources. Social media sites are utilized for more than just information exchange. They are also used for blogging and conversation. Therefore, social media is now much more than just a place to look for information, but also to communicate, make new friends, and share a wide range of thoughts in order to express yourself. Some of the problems associated with the use of social networking sites stem from the risks associated with student use of the Internet. The first is reduces the ability to learn and research: Due to the extensive use of social networks, today's students are less likely to turn to books, magazines, or notes while seeking information since they spend and depend so much time on social media platforms. Since it is easy to extract information online, students' reading habits and study and research skills decline.

Second, using social networking sites carelessly can harm one's health in both psychological and physical ways. In addition to not getting enough sleep or eating their meals on time, students' use of laptops and phones all day long causes eye

strain. Students become sluggish and unwilling to study or even go out and meet people as a result of such behaviors. Excessive use of social media can harm students' psyche, and they can also be exposed to poor posture, eyestrain, and physical and psychological stress. According to Jones (2010), there are five obstacles to social software for learning are; separation of life and studying; originality and copyright issues; a sense of information flooded; time constraints, and lecturers not up-to-date and not knowing how to integrate and make use of social software.

Students are exposed to unsuitable content, unwanted interactions with adults, and peer harassment when using the Internet. Romero (2012) stated that Web 2.0 raises additional concerns about data security, property rights and copyright, the digital divide in education, and time management. The difficulties mentioned above also apply to social media since they are a part of Web 2 technologies.

2.6. Advantages and disadvantages of the use of social media

The use of social media has had a significant impact on people's lives, either positive or negative. There are some advantages of using social media to improve vocabulary mastery:

1. Social media provide the availability of an abundance of information on the Internet.
2. Social media are easy and efficient in distributing news and contacting people across the world over long distances.
3. Social media sites help the student's learning process.
4. Social media are easy and efficient in distributing news and contacting people across the world over long distances.
5. Social media enhance students' collaboration to easily interact and share information, work together, and communicate freely and easily.
6. Social media allow students to learn on the go because the students can learn without having to always sit in the classroom.

The disadvantages of using social media as a learning tool in English language learning are:

1. The users of social media have to lack social interactivity in real life.
2. Social media are time-consuming.
3. Social media can make people, especially students, become very addicted.
4. Social media users quickly become the victim of cyber attacks, bullying, addiction, cheating, and other criminal acts.
5. Social media may distract students from their studies.
6. Students become obsessed with finding their teachers and intrude in teachers' private lives.

2.7. Theoretical assumption

Studies on the use of social media as a learning tool have been done by certain researchers. Numerous academics have discovered that social media has a great deal of potential for encouraging critical discussion participation and capturing peer input during the learning process. Social media provides opportunities to increase students' English language skills.

The students are more interested and happier to practice and to upgrade the quality of their English competencies. They devote more time to using social media for academic purposes and have a greater desire to study. During the learning orientation stage, social media use will greatly improve the efficiency of the learning process as well as the communication of the lesson's content. Social media can be used as an educational tool to help students grow personally and learn English both inside and outside of the classroom. Due to its attractiveness, accessibility, and popularity among students, social media is readily available to users. The researcher can assume that the students are familiar with social media usage to create a relaxed and stress-free environment to learn the English language. Social media has a lot of beneficial effects on education, but it also has a lot of drawbacks. One of the main causes of distraction and mental decline is social media usage. Studying becomes difficult for students, and many would much rather peruse

social media. All of this results in a time waster with no real learning outcome. Most of the time, students can't turn in their work by the deadline because they are too busy surfing social media. Despite there are some drawbacks, the researcher expects a positive perception from the students toward social media.

2.8. Hypothesis

It is hypothesized that the students have both positive and negative perceptions towards the use of social media as a learning tool in English language learning. The hypotheses can be formally stated as:

H0: Students have a negative perception towards the use of social media as a learning tool in English language learning.

H1: Students have a positive perception towards the use of social media as a learning tool in English language learning.

III. METHODOLOGY

This chapter presents the research design, population and sample, data collection technique, data analysis, and research procedures. All of the subtopics describe the method used in this research.

3.1. Research Design

This study employed a quantitative descriptive design. According to Creswell (2014), quantitative descriptive research aims to describe the characteristics or opinions of a population by analysing numerical data collected through questionnaires or surveys. In this study, the researcher sought to describe the students' perceptions of using social media to improve their vocabulary mastery. The descriptive quantitative technique was employed because the objective of this study was to provide insight into the language learning situation at the English Department of Lampung University, particularly regarding the students' perceptions of using social media to improve vocabulary mastery. In this study, the researcher examined students' perceptions of using social media to enhance vocabulary mastery and identified which vocabulary aspect improved the most through the use of 51 closed-ended questions in the questionnaire. Each question had five alternative answers, ranging from "strongly disagree" to "strongly agree." The results of the questionnaires from the participants were displayed descriptively to answer the research questions.

3.2. Population and Sample

The study population was the English Education study program's students in the academic year of 2024/2025 at Lampung University. In this study, students of the English Education study program were asked to conduct questionnaire surveys. The sample included 36 students selected through convenience sampling. Convenience

sampling was used because it allows researchers to select participants who are easily accessible and willing to participate (Creswell, 2014). The researcher distributed questionnaires to students from various classes who were active users of social media platforms such as YouTube, Instagram, Facebook, and Spotify.

3.3. Data Collecting Technique

To gather the data, the researcher used a questionnaire consisting of 51 close-ended questions. To prove whether the questions of the questionnaire have a good quality or not, they have to be tried out first. So it can be concluded as good quality if it has good validity and reliability.

3.3.1. Validity of the Questionnaire

Face validity assesses how the questionnaire looks. It refers to the subjective evaluations made by researchers of the instruments to determine whether the items seem rational, clear, and unambiguous. This study employed a closed-ended questionnaire with multiple-choice questions on the Likert Scale. The questionnaire, which asks respondents to indicate whether they agree or disagree, must be completed by the respondents. Content validity is to the extent that measurement instrument items are relevant and representative of the target construct. It is already achieved by simply looking at the table of specifications. The last, construct validity, refers to how the items on an instrument relate to the relevant indicators. The questionnaire consists of 51 statements about 4 chosen vocabulary aspects, they are noun, verb, adjective, and adverb.

Table 3. 1 Table of Specification

Variable	Dimension	Indicator	Item Numbers	Total Items
Students' Perceptions of Using Social Media to Improve Vocabulary Mastery	Usefulness	Social media helps students learn new nouns	1, 2, 3	3
		Social media helps students learn new verbs	4, 5, 6	3

		Social media helps students learn new adjectives	7, 8, 9	3
		Social media helps students learn new adverbs	10, 11, 12	3
	Ease of Use	Social media is easy to use for learning nouns	13, 14, 15	3
		Social media is easy to use for learning verbs	16, 17, 18	3
		Social media is easy to use for learning adjectives	19, 20, 21	3
		Social media is easy to use for learning adverbs	22, 23, 24	3
	Engagement	Social media motivates students to learn nouns	25, 26, 27	3
		Social media motivates students to learn verbs	28, 29, 30	3
		Social media motivates students to learn adjectives	31, 32, 33	3
		Social media motivates students to learn adverbs	34, 35, 36	3
	Vocabulary Aspects	Improvement of noun mastery	37, 38, 39, 40	4
		Improvement of verb mastery	41, 42, 43, 44	4
		Improvement of adjective mastery	45, 46, 47	3
		Improvement of adverb mastery	48, 49, 50, 51	4

Total	51
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3.3.2. Reliability of the Questionnaire

To measure the reliability of the questionnaire, the researcher used Cronbach's Alpha formula as follows:

$$rx = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum a^2}{a_t^2} \right)$$

Where:

rx : the reliability of the questionnaire

n : total of questions

$\sum a^2$: total of score items

a_t^2 : total of variants

The criteria of reliability are as follows:

$\alpha < 0.50$: Unacceptable

$0.50 < 0.60$: Poor

$0.61 < 0.70$: Questionable

$0.71 < 0.80$: Acceptable

$0.81 < 0.90$: Good

> 0.91 : Excellent

(George and Mallery, 2003)

3.3.3. Data Collection

Design the Questionnaire

Develop the questionnaire to collect data relevant to the research priorities.

Include two sections:

Section 1: Gather demographic information such as name, gender, class, and email address.

Section 2: Assess students' behaviors using social media and their perceptions through various questions.

Create the Online Questionnaire:

Utilize Google Forms to design and distribute the online questionnaire. Ensure that the questionnaire includes both closed-ended questions and a Likert Scale for perceptions.

Structure the Likert Scale:

Include a five-point Likert scale for responses: strongly agree, agree, neutral, disagree, and strongly disagree. Design the Likert Scale section to cover 51 items, addressing four vocabulary aspects: noun, verb, adverb, and adjective.

Translate the Questionnaire:

Write the questionnaire in English and provide a translation in Bahasa Indonesia. Ensure accuracy in translation to prevent confusion among students while responding.

Distribute the Questionnaire:

Share the Google Form link with participants. Instruct students to complete both sections of the questionnaire.

Collect and Analyze Data:

Collect responses from the completed questionnaires. Analyze the data based on the responses to assess students' behaviors and perceptions.

3.4. Research Instrument

The main instrument used in this research was a questionnaire developed by the researcher. The instrument was designed specifically to measure students' perceptions of using social media to improve their vocabulary mastery. The questionnaire was constructed based on a review of relevant theories and previous studies on language learning, social media integration, and vocabulary acquisition. The researcher designed the items to capture various dimensions of perception related to social media use in the EFL context. The questionnaire consisted of 51 statements, each rated on a five-point Likert scale ranging from 1 ("Strongly Disagree") to 5 ("Strongly Agree"). The items were categorized into four dimensions, as follows:

1. Usefulness: Students' beliefs about the benefits of social media for learning English vocabulary (e.g., exposure to authentic language, ease of accessing learning materials).
2. Ease of Use: Students' perceptions of how easy and practical social media platforms are to use for learning purposes.
3. Engagement: Students' interest, motivation, and level of participation when using social media for vocabulary learning.
4. Vocabulary Aspects: Students' perceptions of which aspects of vocabulary (nouns, verbs, adjectives, adverbs) improved most through their use of social media.

Before distribution, the questionnaire was examined by two experts in English education to ensure that all items were clearly worded, relevant, and aligned with the research objectives. Minor revisions were made based on their feedback to enhance clarity and readability.

3.5. Validity and Reliability of the Instrument

3.5.1. Validity

To ensure content validity, the questionnaire items were reviewed by two experts in English education at Lampung University. Their feedback focused on language clarity, relevance to the research objectives, and suitability for measuring perception. Construct validity was tested using Pearson's Product-Moment Correlation in SPSS version 27. Items with a correlation coefficient (r) greater than the critical value ($r_{table} = 0.361$, $n = 30$, $\alpha = 0.05$) were considered valid.

3.5.2. Reliability

Reliability refers to the internal consistency of the instrument. It was measured using Cronbach's Alpha. According to Sugiyono (2019), a Cronbach's Alpha coefficient above 0.70 indicates acceptable reliability. The reliability test results (see appendix) in this study showed that the questionnaire was reliable ($\alpha = 0.89$), indicating a high level of internal consistency.

3.6. Data Analysis

To investigate the students' responses toward the use of social media for learning the English language, the researcher examined the data by using the following steps:

1. Tabulating the students' answers from the questionnaire using the Likert Scale.
2. Determining the reliability coefficient of the questionnaire.
3. Describing the students' responses toward using social media as a tool for learning the English language.

3.6.1. Rating Scale of the Questionnaire

The rating scale has the function of finding out the results of the questionnaire. The researcher used SPSS 27.0 for Windows to analyze the mean of the questionnaire to know students' perceptions of using social media as a tool in English language learning. The criteria are as follows.

Scale	Criterion
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

3.6.2. The Percentage of Questionnaire

The following formula is to find out the number of respondents' answers through the percentage that is typically used.

$$P = \frac{f}{n} \times 100\%$$

Where:

P : Percentage

f : Frequency of each answer

n : The number of Ideal Score

(Sugiyono, 2019)

3.7. Research Procedures

In this subchapter, the researcher explained the research procedures in this research.

They are as follows:

1. Determining the population and sample

The study population were the English Education study program's students in the academic year of 2024/2025 at Lampung University. The number of respondents were 36 students by using convenience sampling.

2. Administering the questionnaire

The researcher modified the questionnaire based on the aim of this research. The questionnaire items are appropriate to the study verified by the writer's advisors. The researcher conducted the online questionnaire form in Google.

3. Distributing the questionnaire

The questionnaire consists of 51 statements about the student's perceptions of using social media as a tool for English language learning. The researcher sent the questionnaire link through the WhatsApp group of English Education study program students and asked the head student of each grade to send the questionnaire link to their class group.

4. Analyse the questionnaire

The data from the questionnaire were put into a table and summarized in the form of frequency and percentage. The frequency and percentage results were copied from Google Form results. Then the researcher interprets the data on the table.

5. Transcribing and interpreting the finding

The last step of the research procedure was to interpret the data from the questionnaire.

V. CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusion of this research and the suggestions for teachers and other researchers.

5.1 Conclusions

The findings of this study underscore the positive perception of students regarding the role of social media in improving their vocabulary mastery. Platforms such as YouTube, Spotify, Instagram, and Facebook not only enhance engagement and motivation but also provide authentic contexts for vocabulary learning. Given the predominance of technology in students' lives, incorporating social media into educational strategies could significantly enhance vocabulary acquisition (Stockwell, 2018). However, it is essential to balance informal language use with formal education to ensure comprehensive vocabulary mastery.

Future research could explore specific strategies educators might employ to leverage social media effectively in vocabulary instruction, as well as long-term impacts on language proficiency. By harnessing the strengths of social media while addressing its limitations, educators can create a more enriching vocabulary learning environment for students." This study highlights the need for educators to adapt to changing learning landscapes and utilize innovative tools that resonate with students, ultimately leading to improved language skills and better academic outcomes.

5.2 Suggestions

Based on the discussion and conclusion above, the researcher recommends some suggestion as follows:

A. Suggestions for Teachers

1. Using Social Media as a Supporting Learning Tool

English teachers are suggested to use social media as a supporting tool in vocabulary learning. Platforms such as YouTube, Instagram, Facebook, and Spotify can provide students with various forms of English exposure, including videos, captions, comments, songs, and podcasts. These materials may help students encounter new vocabulary in meaningful and authentic contexts.

2. Guiding Students in Selecting Appropriate Content

Although social media can support vocabulary learning, teachers should guide students in choosing appropriate English learning content. Since social media also contains informal language, slang, and inaccurate language use, teachers need to help students distinguish between formal and informal vocabulary. This guidance is important so that students can use the vocabulary they learn in suitable contexts.

3. Encouraging Independent Vocabulary Learning

Teachers are also encouraged to motivate students to use social media for independent vocabulary learning outside the classroom. Students can be asked to note new words they find on social media, identify their meanings, classify them into nouns, verbs, adjectives, or adverbs, and use them in sentences. This activity can help students become more aware of their vocabulary development.

B. Suggestions for Further Researchers

1. Using a Larger Sample

Future researchers are suggested to involve a larger number of participants from different classes, study programs, or universities. A larger sample may provide broader and more representative data about students' perceptions of using social media for vocabulary learning.

2. Applying Different Research Methods

Since this study only used a questionnaire to collect data, future researchers may use interviews, observations, or mixed-method designs to obtain deeper information about students' experiences in using social media for vocabulary learning. These methods may help researchers understand not only students' perceptions but also the reasons behind their responses.

3. Measuring Vocabulary Improvement Directly

Future studies are also suggested to measure students' vocabulary improvement directly by using vocabulary tests, such as pre-tests and post-tests. This can help researchers investigate whether the use of social media truly improves students' vocabulary mastery, not only how students perceive its use.

4. Focusing on Specific Social Media Platforms

Further researchers may focus on one specific platform, such as YouTube, Instagram, Facebook, or Spotify, to examine how each platform supports vocabulary learning. By focusing on a specific platform, future studies may provide more detailed findings about the types of vocabulary and learning activities that are most useful for students.

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