STUDENTS' PERSPECTIVE IN USING SOCIAL MEDIA AS A TOOL IN ENGLISH LANGUAGE LEARNING

Undergraduate Thesis

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ABSTRACT

STUDENTS' PERSPECTIVE IN USING SOCIAL MEDIA AS A TOOL IN ENGLISH LANGUAGE LEARNING

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The objectives of this research were to find out how students perceive the use of social media as a tool in English language learning in terms of usefulness, ease of use, and attitude and what are students' problems in using social media as a tool in English language learning. The population of this research was the second year students of SMPN 10 Pesawaran in the academic year 2021/2022. The sample of this research was VIII B which consisted of 30 students. This research applied a descriptive quantitative because the data was presented in numerical and descriptive form. The students used Whatsapp as the tool in English language learning. The data were taken from the questionnaire and they were analyzed by putting into a table and summarized in the form of frequency and percentage. Research findings revealed that social media was practical and useful for getting general information, knowledge and to increase their English language competency.

Keywords — social media, perspective, language

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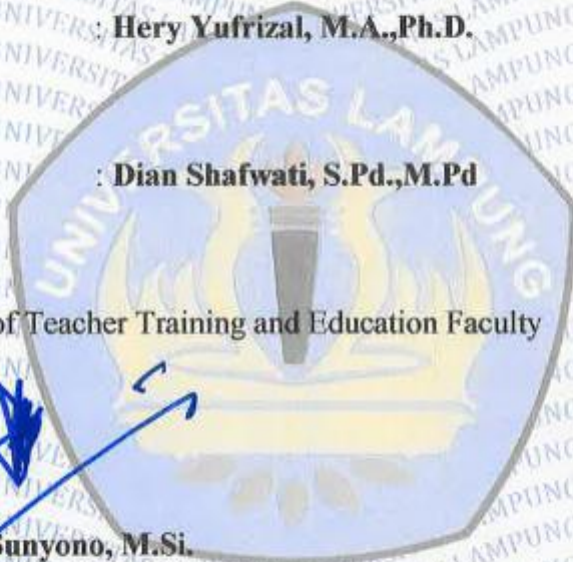
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Muhammad Erlangga, born in Padang Cermin, July 19 1999, born to Juli Ernius Iskandar and Desi. Education started from SDN 3 Padang Cermin and graduated in 2011, then continued his studies at SMPN 4 Padang Cermin and graduated in 2014 and continued his education. High school at SMAN 2 PADANG CERMIN and graduated in 2017, after graduating I immediately enrolled at the University of Lampung but failed in 2017, then I tried again for the test in 2018, and finally I was accepted at the University of Lampung

MOTO

What lies behind us and what lies before us are tiny matters compared to what lies within us." — (Ralph Waldo Emerson)

DEDICATION

This thesis is dedicated to my beloved family, whose unwavering love and
support have been

the cornerstone of my academic journey. To my parents, for their endless
encouragement and
for always believing in me, even during the most challenging times. I also
dedicate this work to my friends, whose companionship and motivation have
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1. Allah *Subhanahu Wa Ta'ala* for the unlimited blessings in living his lifeespecially for finishing this script.
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Finally, the author believes that his writing is still distant from perfection. There might be flaws in this research. Thus, the author would like to expect any suggestions for the improvement of it. Somehow, the author hopes this research would give a positive contribution to the educational development, to the readers, and to those who want to conduct further research.

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I. INTRODUCTION

This chapter discusses the following points: introduction deals with the background of the research, research questions, the objective of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background

In today's world, many people use various communication technologies, such as computer-assisted equipment, the Internet, etc. In information communication technologies, people use social media as one of the tools with which to exchange their ideas in everyday communications. New technologies have played an essential role for human beings in how they communicate and improve learners' social behavior.

Learning a language now should not be as difficult as it used to be because, with the development of teaching media, many technologies and facilities can help learn English. For example, as the number of web-based courses, colleges, and schools increases significantly, interactive social media and web-based virtual communities are becoming popular every day. In the context of EFL, learners can interact with native speakers through technical tools such as email and social media (Annamalai, 2017). Social media is also a set of devices that allow people

to set up and engage in relationships. Social media is one of the most used technologies by people worldwide, from young learners to seniors.

Social media improves teaching by enabling learners and instructors to link and communicate in new exciting ways. Websites such as Facebook, Twitter, and others provide a place where users can dialogue, exchange ideas, and find solutions to the problem. Social media is considered a great source of materials that teachers may adopt in their English classes. The role of social media in education has been investigated by Alfahadi (2017). He conducted a study at Tabuk University and found that social media sites were added to the syllabus of English as a foreign language. They provided a combination of sound, text, and videos that students can practice their English by giving comments and learning from direct feedback from others.

There are also some opinions from other researchers related to the use of social media; Firstly, according to Greenhow (2010), social media engages students in the practice of English. Students who use social media in their courses increase their technology and communication skills are more creative and more open to diverse ideas. Secondly, social media encourages students to interact with each other in class and online. Students who use social media tend to support each other and even act as mentors (Halverson, 2010). Thirdly, Liburd (2011) states that social media has potential for better learning. If social media are used in teaching, the opportunities to express oneself, participate, collaborate, find information, share knowledge, teacher feedback, and learn together are expanded.

In Indonesia, social media have become popular among young people for gaining information. Students are very familiar with social media because it is used as a communication tool and for social, work, and learning needs (Mismara, 2019). They spend more time on their social media to keep in touch virtually with others. Social media is an essential tool for learners. Thus, the importance of social media turns out to be more than chatting or simply creating a new connection to a way of expression and sharing all kinds of ideas.

Social media has powerful functions and may be very useful for English teachers and learners. Using social media in English teaching will be more relaxed, colorful, exciting, and unrestricted. The use of social media and the benefits it brings can help them stay fresh, professional, and efficient, so English teaching will never be boring.

There are four skills in the learning process: listening, reading, speaking, and writing. While the researcher did PLP, the researcher specialized in reading talent resulting in SMP 10 Pesawaran. Several students have issues in perceiving this subject, and that they are perpetually confused to master the reading text. The problems may come from students' background knowledge, language abilities, thinking abilities and reading purpose—some opinions from other researchers related to this problem. Firstly, Rahmawati (2019) states most students feel that reading is not easy to do. It is because they have difficulty in reading. Secondly, Arumugam (2019) says many students can read and recognize the meaning of individual words but are generally weak at understanding the content of the text. Thirdly, Qarqez (2017) states students have poor proficiency and lack good

learning. Therefore, this study investigates the students' perspective in using social media as a tool for English language learning, especially in reading comprehension at SMPN 10 Pesawaran.

The use of social media in the learning-oriented phase will significantly contribute to the effectiveness of the learning process and the transmission of information and learning content at that time. In addition to the motivation and interests of the students, teaching using social media can also help students improve reading comprehension, present exciting and reliable data, facilitate the interpretation of data, and condense the information. That is why in this research, the writers want to know the students' perspective in using social media as a tool for English language learning.

1.2 Research Questions

As a reference to the explanations of the background above, the research questions are presented by the researcher are as follows:

1. What is the students' perspective in using social media as a tool in English language learning?

2. What are students' problems in using social media as a tool in English language learning?

1.3 Objectives

From the research questions above, the objectives of this research are:

1. To find out how students perceive the use of social media as a tool in English language learning in terms of usefulness, ease of use, and attitude.

2. To find out what are students' problems in using social media as a tool in English language learning.

1.4 Uses

The findings of this research can be helpful both theoretically and practically. Theoretically, this research aims to provide evidence and information to students about how social media can be used as a tool for learning English, especially in reading comprehension. Practically, this research is expected to provide information about how social media can offer several benefits to students to learn English and can be considered for English teachers to use social media as a tool for learning English.

1.5 Scope

This research will be conducted at SMPN 10 Pesawaran. The students chosen are second-grade students. This research aims to find out the second-grade students' perspective in using social media as a tool for English language learning at SMPN 10 Pesawaran in the academic year 2021/2022. This research conducts Whatsapp as the tool of social media in the English learning process.

1.6 Definition of Key Terms

To prevention of misunderstanding from the reader, the definition of terms which are used in this study are provided as follows:

1. Learning

   Learning is the form of growth or change of individuals which is stated by new behavior as the result of experience and practice (Hamalik, 1983).

2. Perspective

   Perspective is an interpretative or behavioral sense that includes a view or prospect, a particular way of regarding something, or an understanding of the relative importance of things (Hughes, 2005).

3. Social Media

   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 relation among people, who share common interests or activities (Kojo, 2018).

4. Reading Comprehension

   Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word knowledge, and fluency (Boardman, 2007).

That is all about the explanation of this chapter which consists of Background of the Research, Research Questions, Objectives of the Research, Uses of the Research, Scope of the Research, and Definition of Terms.

II. LITERATURE REVIEW

This chapter is concerned with discussing previous studies, perspectives, social media, types of social media, social media for English language learning, reading comprehension, the problem of using social media in learning English, advantages, and disadvantages of social media, theoretical assumption, and hypothesis.

2.1 Previous Studies

Several studies have related to students' perspectives in using social media as a tool in English language learning. The following paragraphs will explain several research studies focusing on the use of social media in the English classroom.

The first study was conducted by Sely (2018). The research aimed to investigate the students' perception of social media as a tool to learn English, determine what kinds of social media students often use to learn English, and figure out how students used social media to learn English as their foreign language. The result of the study was the students had a positive perception of the use of social media to learn language skills.

The second study was conducted by Ismail (2018). The research objective was to analyze the students' perceptions and perspectives in using Social Media as a tool in English Language learning. Research finding revealed that social media was

very practical and useful for getting general information, knowledge and to increase their language competency.

The third study was conducted by Al Arif (2019). This study aimed to examine the use of social media in English language learning by the students of the English Study Program at the University of Jambi. This study also applied an exploratory study to investigate the use of social media for English language learning. The research finding indicated that a range of social media, especially Instagram and Facebook, were used by students. The students perceived that social media played an essential role in improving their English language skills.

The fourth study was conducted by Mukhtar (2019). The title of her research was "Using Social Media in the English Teaching and Learning Process." The result revealed that social media facilitated the English learners to learn new words and vocabulary suitable for them in English language learning. The learners might use social media sources like Facebook, Twitter, Blog, and other social media to improve their interest in learning the English language.

The fifth study was conducted by Altam (2020). The present study aimed to scrutinize the efficiency of using social media on EFL Yemeni learners in Indian universities during the COVID-19 pandemic. This research covered four social media; Facebook, Twitter, Youtube, and Whatsapp. The result was it looked obvious that those learners spent more time using social media than before. Social media had become a crucial part of their everyday life and it had also become a daily habit among them especially during the pandemic. Learners' replied indicate that they used social media for learning English frequently and they felt that they

improved their listening skills when using social media more than the other skills like reading, writing and speaking.

The sixth study was Yuniar (2022). The research found that learning English from social media was quite effective; especially useful for interacting and communicating; increasing their ability to read, write, listen, and speak; and probably best to use alternative media to learn English but not being the primary source because social media could be a distraction while studying. Studies suggested that with the many learning resources available on social media, it made it easier for students to learn English and increased their learning motivation. Moreover, social media that was easily accessible allows them to learn anytime and anywhere.

Table 1. Summary of the Result of Relevant Studies

Researcher	Focus on the Study	Method	Result
Sely (2018)	Analyzed the use of social media to learn English.	Social media as a tool to learn English	The student had a positive perception on the use of social media to learn language skills.
Ismail (2018)	Student Perspective in Using Social Media As a Tool in English Language Learning	Analyze the students' perceptions and perspectives in using Social Media.	Social media was very practical and useful for getting general information, knowledge and to increase their language competency
Al Arif (2019)	Examined the use of social media in English language learning by the students.	Exploratory study	The students perceived that social media played an important role to

Researcher	Focus on the Study	Method	Result
			improve their English language skills.
Mukhtar (2019)	Improved students' interest in learning English.	The use of social media as role in improving students' interest	Social media could improve English learners' interest in learning the English language.
Altam (2020)	Influence of Social Media on EFL learners during Covid-19 Pandemic	The efficiency of using social media during Covid-19 pandemic	Using social media makes learners acquire and practice new vocabularies and decrease their spelling errors.
Yuniar (2022)	Students' Perception of Using Social Media for Learning English	Qualitative descriptive method to explore students' perceptions regarding using social media to learn English.	Learning English from social media is quite effective; especially useful for interacting and communicating; increasing their ability in reading, writing, listening, and speaking.

Based on the six previous studies above, the researcher researched students' perspectives in using social media as a tool in English language learning. However, the media were almost the same on the research that it also has differences. The first previous study was written by Sely. Her research applied Sequential Explanatory Approach. It was defined as the quantitative method followed by the qualitative method. Conversely, this research will use a descriptive quantitative method which is presented in numerical and descriptive form. The second study was written by Ismail. He used close-ended and open-ended questionnaires to give the students the opportunities to declare their

opinion. Otherwise, this research only used close-ended questionnaires to collect the data. The third study was a journal written by Al Arif. The researcher used social media as a learning tool for university students. In this research, social media will be used for Junior High School students' learning process, especially in SMPN 10 Pesawaran. The fourth study was written by Mukhtar. She investigated the effect of using social media in improving students' interest in learning English. In reverse, this research investigates students' problems in using social media as a tool in English language learning. The fifth research was written by Altam. His research focused on vocabulary skill. On the contrary, this research focuses on reading skill. The sixth was researched by Yuniar. She used Youtube only as a learning tool in enhancing learners' proficiency. Conversely, this research will conduct Whatsapp in the learning process.

2.2 Perspective

Perspective is an inside method that has been recognized by an individual once selected and controlled stimuli that come back from outside. Aw (2010) states that one's senses capture this stimulus, then spontaneously, individual feelings and thoughts will give meaning to the existing stimuli. Perspective at least has two meanings (Vasanthi, Intisar, Anandhayalli, 2015). First, perspective is the art of drawing solid solo objects on a two-dimensional surface to give the right impression of their height, width, depth, and position concerning each other when viewed from a particular point. Second, perspective is a particular attitude toward or way of regarding something or a point of view toward something. The perspective is to look at the situation and learn, broaden their horizons, and become a new platform for preparing for the future. In perspective, students will

offer opportunities to broaden their horizons and views of the work world supported by their expertise.

2.3 Social Media

Social media are websites and applications or computer mediated technology that alters users to make and share numerous content, info, ideas, interest, and generous expressions through communities by mistreating virtual networks or participating in social networking. Kaplan & Haenlein (2010) states that Social media are defined as internet-based applications, which are also known as Web 2.0. Social media is a tool of information and communication technology used by people to communicate online. People use social media to exchange their ideas in their everyday communications (Papas, 2013). Social media brings people together, facilitates collaboration, and makes 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 plays its role in sharing the latest news, videos, educational subjects, exciting stories in terms of learning and sharing, indicating that social media can effectively increase communication. Gikas & Grant (2013) states that since people quickly make a new social media account, students interested in learning a language using social media can create their understanding. Social media provides different impacts for the users (Madni, 2014). Therefore, those who learn a language from social media will get different perceptions and information.

2.4 Types of Social Media

Various kinds of social media may be used in several ways. Social media shapes and presents information in a way that excites students more than traditional tools do. They can participate directly in their learning. Moreover, the applications allow users to connect with other people by inviting them, creating and sharing personal information. The types of social media can be classified as:

1. **Facebook**

   Facebook is one of the social media networks that connect people through an online platform. Blattner & Fiori (2009) states that Facebook is the primary social network that takes pride in its more than billions of followers, and it is one of the fastest-growing and well-known situations on the Internet. By sharing content like text status posts, images, videos, and external links like blog posts, Facebook users can contribute ideas and join conversations with other people who share the same or different interests. In addition to sharing their ideas, users can engage with the content other people share on Facebook by giving comments and sharing in their posts. They actively engage themselves in learning activities (Alm, 2006). Facebook can prove somewhat effective in helping in enhancing learners' proficiency. According to Wang, Lin, Yu, and Wu (2012), with the help of Facebook as a standard learning tool, students perform better and display more participation in and contentment with their studies.

2. **Youtube**

   Youtube is a part of online media containing various videos made by people who become content creators. According to Bonk (2009), Youtube is considered an attractive social medium contributing to global education. Instructors are increasingly using Youtube to teach the English language

(Duffy, 2008). It offers fun and fast access to instruction, culture-based videos, and languages from all over the world (Terantino, 2011). 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.

3. **Instagram**

Instagram appeared in 2010. It launches as a photo-sharing platform, and over time other new features such as video, texting, and story sharing have been added, contributing to its growth significantly (Ellison, 2017). In addition, Instagram is not only for sharing photos and videos but also to create a community in any field, where the people are involved and exchanging ideas, knowledge, or information (Soviyah & Etikaningsih, 2018). The users can also express themselves by writing a caption below the photos or videos, interacting with others, and even for entertainment.

Instagram is one of the mobile applications which is quite popular among young people in recent days. Students can get knowledge about the new issues which happen outside the classroom. Handayani (2015) states that Instagram can become an appropriate medium for the English learning process.

4. **Twitter**

Twitter is a microblogging system that limits its users to post 140 characters, which translates into one or more three sentences. Harmandaoglu (2012) states that Twitter is also defined as a microblogging service to communicate with others by describing the user's current condition through Twitter posting called

tweets. Twitter users are known as "twitterers," Each post on Twitter is called a "tweet." Twitter enables its users to tweet in short but in real-time. The twitterers share and get information from other users based on what they have followed. Twitter is very popular. As a consequence of its popularity and features, this social media platform has recently been incorporated in some learning environments to promote a fast exchange of ideas, brainstorming, or reflective thinking (Chang, 2012).

5. **Whatsapp**

Whatsapp is a mobile phone application and web-based social network that integrates different features to communicate with clients. The application can operate like chatting or broadcasting messages and data sharing. According to Bounhik (2013), being marketed since 2010, this application offers the user many functional features, such as text messaging, group chat, Whatsapp on the web and desktop, voice and video calls, photos and videos, document sharing, and links to the web address. In terms of its use in the educational field, Whatsapp enables students to send text messages, images, video, audio, documents, and even location. It provides students and instructors with the ability to create group chat that supports the interactions of each member. Amry (2014) also finds a high positive impact on students' performance after using this application.

A comparison of the common social media tools in education, in the form of a smartphone application, is described in Table 2.2. These comparisons are adapted from Bouthnic & Desben (2014).

Table 2. Comparison of common social media tools in learning.

	Facebook	**Youtube**	**Instagram**	**Twitter**	**Whatsapp**
Accessibility	Fixed text	Fix text	Fix text size	Fix text	Ability to

	Facebook	Youtube	Instagram	Twitter	Whatsapp
	size	size		size	change text size
Opening group	Easy	Not natural	Easy	Not natural	Easy
Information about user availability	No informati on	No informatio n	Full information	Not informati on	Full informatio n
Adding and removing members to a group	Requires participan t approval	Not possible the app	Easy	Requires participa nt approval	Easy
Having a fluent conversation as a group	Easy	impossible	easy	Not natural	Easy
Privacy	Relatively low	Relatively low	Relatively low	Relativel y low	Relatively high
Teachers' usage in private life	Relatively low	Relatively low	Relatively low	Relativel y low	Relatively high
Students' usage in private life	Relatively high	Relatively low	Relatively high	Relativel y low	Relatively high
Collaborative learning	Enable	Not natural	Enable	Enable	Enable
Sharing content	Relatively easy	Relatively easy	Relatively easy	Relativel y easy	Relatively easy

In conducting this research, the researcher chooses Whatsapp as the English language Learning tool because students and teachers mainly use this social media. Whatsapp is a mobile phone application and web-based social network that integrates various functions for communicating with other users.Whatsapp has similar positive characteristics as previous technological tools that are implemented, but it seems that WhatsApp has some up-to-date features that encourage teacher and students to use it in order to enhance understanding.

2.5 Social Media for English Language Learning

The learning activity has been supported by mobile technology, especially social media since students need tools to continue the learning process, which is very

limited in the classroom. According to Manca & Ranieri (2016), Social media platforms are powerful tools for teaching and learning practices through their nature of openness, interactivity, and sociability. The support of social media makes students more flexible in learning and becomes more helpful in the process of learning. Replacing the conventional teaching practices, these platforms have become virtual environments for educational purposes, especially suitable to enable learners to create, share, and receive user-generated content enhancing student learning, confidence, and motivation through collaboration (Vivakaran & Neelamalar, 2018).

Social media platforms provide authentic and learner-generated language content enhancing student learning, confidence, and motivation through collaboration. Chartrand (2012) states that teachers and learners who use social media to learn English as a second or foreign language believe that social media makes the lesson inside and outside the classroom more effective and accessible. Even though some people find difficulties in learning a language, using social media to improve ones' second language is a good idea. Thus, social media creates enjoyable and stress-free learning spaces tackled by educators to turn students' social media enthusiasm into a learning opportunity.

2.6 Reading Comprehension

Reading comprehension is the ability to understand a written passage of text. It allows the reader to interact with the text and interpret it in a meaningful way. According to Heilman (1981), reading comprehension is a process of thinking through the sense of written ideas through meaningful interpretation and interaction as a multifaceted process affected by several thinking and language abilities. In addition, Mikulecky and Jeffries (2007:74) point out that reading comprehension means making sense of what readers read and connecting the

ideas in the text to what they already know. It means that the activity of reading requires the readers to interact and involve themselves with written language. Reading comprehension is one of the pillars of the act of reading. It is the process of constructing meaning from text. Also, it is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

To understand a reading, a person must use the information to draw conclusions and read critically, understand the pictorial, determine the author's intention, evaluate the ideas presented, and apply the ideas to real situations. To apply situations, Students need to develop reading skills in order to read with good comprehension. They need much practice using reading strategies to do this, as strategies play an essential role in developing their reading skills to improve reading comprehension.

2.7 Problem of Using Social Media in Learning English

Social media is an essential tool for students. Social networking sites engage students and should be explored as distributors of information. Social networking websites are used in various ways, such as exchanging information, chatting, and blogging. So the importance of social media became more than just chatting or creating new relationships to express yourself and share all kinds of ideas.

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 reducing the ability to learn and research: Due to the extensive use of social networks, today's students are more dependent on such platforms for information and knowledge rather than looking for it in books, magazines, or notes. Since it is easy to extract information online, students' reading habits and study and research skills decline. Second, careless use of social networking sites can have both psychological and

physical effects on health. Students do not eat their meals on time, do not get enough rest, and have adverse effects on their eyes from constant phone calls or laptops. Such acts make students lazy and unmotivated to study or even to go out and meet people. Excessive use of social media can harm students' psyche, and they can also be exposed to poor posture, eyestrain, and physical and psychological stress. Jones (2010) finds that five challenges of social software for learning are; separation of life and studying; originality and copyright issues; a sense of information flooded; time constraints, and lecturers are not up-to-date and may not know how to integrate and make use of social software.

The Internet exposes students to inappropriate material, unwanted interactions with adults, and harassment from their peers. Romero (2012) commented that Web 2.0 is also a cause for concern regarding data protection, copyright and property rights, the digital divide in the classroom, or time management issues. Since social networking sites are part of Web 2 technologies, the challenges raised here are also true of social networking sites.

2.8 Advantages and Disadvantages of Social Media

The use of social media has brought a significant impact on people's lives, both positive and negative ones. There are some advantages of using social media as a tool in English language learning:

1. Social media are easy and efficient in distributing news, contacting people across the world over long distances.

2. Social media provides the availability of an abundance of information on the Internet.

3. Social media helps the students' learning process.

4. Social media enhances students' collaboration to easily interact and share information, work together, and communicate freely and easily.

5. Social media can encourage participation as students have the chance to express themselves through media they feel comfortable using.

6. Social media allows 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. Social media users quickly become the victim of cyber attacks, bullying, addiction, cheating, and other criminal acts.

2. The users of social media have to lack social interactivity in real life.

3. Social media can make people, or especially students, become very addictive.

4. Social media distracts students from their studies.

5. Social media is time-consuming.

6. Students become obsessed with finding their teachers and intrude in teachers' private lives.

2.9 Theoretical Assumption

Some researchers have conducted research dealing with the use of social media as a learning tool. From an education perspective, many researchers have found that social media has enormous potential that can encourage critical engagement in discussion and harness peer feedback throughout the learning process. Social media provides opportunities to increase students' English language skills.

The students are more interested and happy to practice and to upgrade the quality of their English competencies. They are more eager to learn and increase their time allocation in using social media for academic purposes. The use of social media at the stage of learning orientation will significantly assist the effectiveness

of the learning process and the delivery of the message and the content of learning at the time. The use of social media as a learning tool can enhance students' personal development leading them to learn English inside and outside the classroom. Social media can be accessed easily because it is free, attractive, and popular among students. 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. Along with so many positive aspects of Social Media on education, the same has quite a few negative impacts too. Social media platforms are a major factor that leads to distraction and deterioration of the mind. Students tend to lose focus of study and prefer to browse social media. All of this leads to a waste of time without learning anything from it. Students are generally unable to submit their work within the given time frame as they are more focused on using social media platforms.

Therefore, the researcher expects a positive relation to English language learning toward the ease of use, usefulness, and attitude in using social media as a learning tool. The researcher will use Whatsapp as the learning tool to conduct this research to answer the above issue.

According to the explanations above, this research is focused on the theories that relate to the research. They are previous studies, perspective, social media, types of social media, social media for English language learning, reading comprehension, the problem of using social media in learning English, advantages, and disadvantages of social media, and theoretical assumptions.

2.10 Hypothesis

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

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

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

According to the explanations above, this research is focused on the theories that relate to the research. They are previous studies, perspective, social media, types of social media, social media for English language learning, reading comprehension, the problem of using social media in learning English, advantages, and disadvantages of social media, theoretical assumptions, and hypothesis.

III.   METHODS

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 Design

This study employs the descriptive quantitative method because the data is presented in numerical and descriptive form. The descriptive quantitative method was chosen because this research aimed to provide insight into the case of language learning at SMPN 10 Pesawaran, especially how students' perspective in using social media as a tool for English language learning. In this research, the researcher used 20 close-ended questions in the questionnaire to explore the student's perspective and problem about using social media as a tool for learning English. Each question has four alternative answers, from "strongly disagree" to "strongly agree." The result of questionnaires from the participant is displayed descriptively to answer the research questions.

3.2 Population and Sample

The study population was the second-year SMPN 10 Pesawaran in the academic year of 2021/2022, which consists of 9 classes, and each class consists of 30 students. In this study, students of second grade are used to conduct questionnaire surveys. In conducting the research, the process of selecting individuals who participated in the research is essential. When selecting study participants,

researchers used purposive sampling techniques. In purposive sampling, the researcher was deliberately subjective when selecting these respondents and how these respondents influence the research to check effectiveness (Harding, 2013). The writer also asked for a recommendation from the English Teacher of SMPN 10 Pesawaran to select the study participants.

3.3 Data Collection Technique

3.3.1 Developing Instruments

To prove whether the questions of the questionnaire were good quality, they had to be tried out first. It can be concluded as good quality if it has good validity and reliability.

3.3.1.1 Validity of the Questionnaire

Face validity evaluates the appearance of the questionnaire. It refers to the researcher's subjective assessments of the instruments as to whether the items appear reasonable, clear, and unambiguous. The type of questionnaire in this research is a close-ended questionnaire that uses Likert Scale multiple-choice questions. The respondents are required to complete the questionnaire that needs them to indicate which they agree or disagree. 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 20 statements in three categories about responses to the technique. The first and second categories' statements were adapted from Sharma (2019), Altam (2020), Chueinta (2017), and Ngonidzashe (2013). The third categories' statements were adapted from Yunus & Salehi

(2012). Those categories were additional data to support the research questions about students' perspectives in using social media as a tool for English language learning and students' problem in using social media as a tool for English language learning.

3.3.1.2 Reliability of the Questionnaire

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

$$rx = \left(\frac{n}{n-1}\right)\left(1 - \frac{\sum a2\,t}{a2\,t}\right)$$

Where:

rx   : the reliability of the questionnaire

n   : total of questions

$\sum a2\,t$: total of score items

$a2\,t$: total of variants

The criteria of reliability as follows:

α < 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)

3.3.2 Data Collection

Data collection techniques explained the methods researchers used to collect data related to research priorities. In this study, an instrument was used for gaining data as follows:

1. Questionnaire

   The questionnaire is one of the techniques in collecting data that consist of questions to gather information from participants. This research used an online questionnaire using Google Form. The reason is the prohibition of traveling for people in response to COVID 19's outbreak in Indonesia. The questionnaires contained closed-ended questions. The questionnaires were divided into two parts. In the first part, the participants were asked to fill in their personal information, including name, gender, class, and Whatsapp number. Then, the students were asked about their behaviors in using social media through a questionnaire. Next, to know about students' perspectives, the researcher used a four-point Likert scale (strongly agree, agree, disagree, strongly disagree). The Likert Scale questionnaires contained 20 items from three sub-indicators consisting of advantages of using social media, including students' feelings of using social media for learning English (5 items), language skills and components that are utilized while using social media (5 items), and the challenges of using particular social media platform, Whatsapp, on the online learning process (10 items). The questionnaires are written in English translated in Bahasa Indonesia to avoid student misunderstanding while answering the questionnaire. The following are the indicators of the questionnaire.

Table 3. Indicators of the Questionnaire

Aspects	Indicators	Item Numbers	Total Items
Students' Behavior in Using Social Media	The use of social media	1	1
	The reason for using social media.	2	1
	Time spent using social media for English learning.	3	1
	The number of social media is owned by students	4	1
	Social media applications are used the most for learning English especially in reading comprehension.	5	1
Students' perspective	Advantages of using social media: a. Students' feeling of using Whatsapp as a tool for learning English b. English skills and components which are utilized in social media.	1-5	5
Students' problem	Challenges of using social media,Whatsapp, on online learning processes.	1-10	10
TOTAL			20

3.4 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.

3.4.1 Rating Scale of the Questionnaire

The rating scale has the function of finding out the results of the questionnaire. The researcher will use SPSS 16.0 for windows to analyze the mean of the questionnaire to know students' perspectives in using social media as a tool in English language learning. The criteria are as follows.

Scale	Criterion
31-40	Strongly Agree
21-30	Agree
11-20	Disagree
0-10	Strongly Disagree

3.4.2 The Percentage of Questionnaire

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

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

Where:

P   : Percentage

ƒ   : Frequency of each answer

n   : The number of Ideal Score

(Sugiyono, 2012)

3.5 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 population of this research was the second grade of SMPN 10 Pesawaran. The researcher chose one class for the experimental class.

2. Administering the questionnaire

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

3. Distributing the questionnaire

   The questionnaire consisted of 20 statements about the students' perspective in using social media as a tool for English language learning. The researcher requested the English Teacher to share the online questionnaire link on students' Whatsapp groups.

4. Analyze 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

   This was the last step of the research procedure. The researcher interpreted the data from the questionnaire and interview results.

As can be seen, according to the explanations above, this chapter discussed the main points related to the design and procedures of the research used in this research. They are; research design, population and sample, data collection technique, data analysis, and research procedures.

V. CONCLUSIONS AND SUGGESTIONS

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

5.1 Conclusions

It can be summarized that the results of the research shows that the students had an advantage when using social media as a tool in English language learning. The conclusion can be drawn as follows:

1. In conclusion, students' perspectives on using social media as a tool for English language learning are overwhelmingly positive. Social media platforms, such as WhatsApp, Instagram, and YouTube, provide engaging and interactive environments that enhance language acquisition. They offer accessibility, real-time communication, multimedia resources, and opportunities for collaboration, making learning both enjoyable and effective. Students appreciate the flexibility to learn at their own pace, the chance to interact with native speakers or peers, and the exposure to authentic English usage in diverse contexts. Moreover, the informal and dynamic nature of social media encourages consistent practice and boosts confidence in using English in real-life situations. The students are more eager to learn and to increase more of their time allocation in using social media for academic purposes, such as listening and other aspects of English language. They are more interested and happy to practice and to upgrade the quality of their

English competencies. Overall, social media serves as fostering creativity, motivation, and proficiency in English language skills.

2. By knowing the students' problems, the teacher should give more practice to the students in order to improve their competencies. Social media can help the lecturer provide hundreds of listening materials to the students. To avoid misuse of using the phone, the teachers also have to check every students' activity while they are learning because while they are listening they are also active in using their phone. The teacher has to make sure if they are exactly listening to their subject. Moreover, it can be concluded that students feel that using WhatsApp is very easy for students as a means of learning and teaching, such as sending and receiving material, besides that students can also save time when using WhatsApp as a means of learning and teaching. Whatsapp helps students in increasing students' self-confidence to learn English because it is easy and can be accessed anywhere and anytime. In addition, learning through WhatsApp also becomes relaxed and free from stress, when students do not feel pressure or stress, students can enjoy the time while learning so they receive a lot of new vocabulary. Social media also makes it easier and increases students' confidence to learn English because social media can be accessed anytime and anywhere.

5.2 Suggestions

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

1. For teachers

    After conducting the research and getting information about how students perceive learning English using social media, the researcher would like to suggest that English teachers explore and combine social media, especially the social media applications that are mentioned by students (YouTube, Instagram, and WhatsApp) as media in their classroom. However, before including social media in the classroom, the teacher must be equipped with knowledge about social media and spend much time to prepare students in using social media for learning. Teachers should pay attention to what kind of social media that will be used for further research. Since the internet keeps growing and there might be more kinds of social media that will appear. Next suggestion is addressed for students who are the users of social media to be more considerate and wise to use social media not only for their pleasure but also for learning.

2. For other researchers

    a. Other researchers should ensure students understand the implemented steps, therefore the research can run well.

    b. Other researchers should create a conductive situation during the lesson; therefore students can do the steps of the research well.

    c. Other researchers should conduct, sort and use the proper items of the questionnaire; therefore it can be answered by the students in the class.

    d. Last, the researcher would like to suggest further research to explore more impact of social media on specific English skills and how to minimize

potential challenges that arise from the use of social media for learning English.

This chapter has explained the conclusions of research results and the suggestions for teachers and other researchers to conduct better research.

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