

**UNIVERSITY STUDENTS' PERCEPTION TOWARDS SOCIAL MEDIA  
AS ENGLISH LEARNING SOURCES FOR WRITING ABILITY**

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## ABSTRACT

### UNIVERSITY STUDENTS' PERCEPTION TOWARDS SOCIAL MEDIA AS ENGLISH LEARNING SOURCES FOR WRITING ABILITY

by

**Elvara Isfandyari**

People nowadays tend to find information and entertainment through social media, which is currently available in digital form. The purpose of this research was to find out the students' perceptions towards social media as English learning sources on writing ability. The descriptive quantitative method with data collection techniques using close-ended questionnaires and open-ended interviews. Kinds of social media that students often use were YouTube, Instagram, and X. The participants were 65 students of the English Department at the Universitas Lampung. The result of this research showed positive perceptions. Students perceive social media positively, considering it a beneficial and accessible tool for enhancing their English writing skills, as it can be used anytime and anywhere. Conversely, they also express a negative perception, noting that although social media can be effective for learning, it often serves as a source of distraction.

**Keywords:** *Internet, learning media, perception, social media, university student, writing ability*

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AS ENGLISH LEARNING SOURCES FOR WRITING ABILITY**

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**Elvara Isfandyari**

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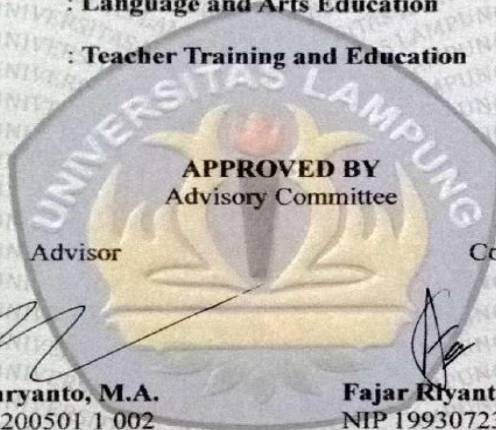
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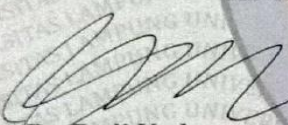
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## CURRICULUM VITAE

Elvara Isfandyari was born in Bandar Lampung on November 14th, 2001. She is the middle of three children in the loving family of Pharzon Nashiruddin, S.Sn. (Alm.) and Hermin Suprapti, S.Sn.

She started her educational journey at TK Kartika II-6 and continued her elementary school at SD Kartika II-6. In 2013, she attended SMPN 10 Bandar Lampung and later continued her studies at SMKN 9 Bandar Lampung. After graduating from the high school, she was accepted at the University of Lampung in the English Education study program.

During her university years, she has actively engaged in various non-academic activities, mainly in online volunteer program. She started as a content writer volunteer staff at Writes From Heart for COVID-19. She actively engaged in volunteer activities through her hobby of writing on social media. Many of her works were published and read by more than 46,000 people. Her most notable work was read by over 51,000 readers on the Wattpad platform. She also published two stories on the platform X (formerly Twitter), which gained 19,000 impressions. In addition, she wrote numerous poems and poetry pieces that were published on two platforms, X and Medium. During her university years, she participated in student activities through the Society of English Education Department Students (SEEDS) for two period, from 2022 to 2023, serving in the Media Center division.

Another published work was **THOUGHTS AND PRAYERS FOR OUR THOUGHTS** – *Short Story Anthology Book*, a collaborative project with lecturer Mr. Fajar Riyantika and 10 contributors from Lampung University, which was published in 2023. In January 2024, she participated in a Community Service Program (KKN) in the village of Pamulihan, Way Sulan, Lampung Selatan, while completing her teaching internship (PLP) at SMK Nurul Huda Pamulihan.

Her work experience includes working as a freelance translator. She has completed several commissioned projects, not only from university students and peers, but also for larger clients. In 2024, her translation services were utilized by the Jakarta MRT transportation company for the **DOKUMEN PENAWARAN PEMBANGUNAN PROYEK CONCOURSE PERPANJANGAN MRT JAKARTA, Jilid 3 dan 5**, which she translated from Indonesian to English. To this day, she continues to work as an active freelance translator.



## MOTTO

“Maybe I made a mistake yesterday, but yesterday’s me is still me. I am who I am today, with all my faults. Tomorrow I might be a tiny bit wiser, and that’s me, too.

These faults and mistakes are what I am, making up the brightest stars in the constellation of my life. I have come to love myself for who I was, who I am, and who I hope to become”.

-Kim Namjoon (BTS’s RM), UNICEF 2018.

## DEDICATION

In the divine name of *Allah Subhanahu Wa Ta'ala*, the researcher dedicates this thesis to her family, teachers and lecturers, friends, her lover, and herself.

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The researcher acknowledges that this thesis may still have some weaknesses, and opens any constructive feedback for improvement. The researcher hopes that this undergraduate thesis will be beneficial for educators and future research.

Bandar Lampung, 7 April 2025

The Researcher

Elvara Isfandyari

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## **I. INTRODUCTION**

This chapter indicates some points as the prior information of the research. It consists of background, research questions, objectives of the research, uses of the research, scope, and definition of terms.

### **1.1 Background**

People learn and find information in different ways. There is still a group of people who like to read books, but there is also a group of people who prefer to obtain knowledge through audio-visual means. Moreover, because studying with does on campus is not as intense as it used to be, it forces students to find fun ways to learn self-taught at home. Furthermore, the English language mastering does now no longer simply consist of study room experience (Balcikanli, 2011). In recent years, the rapid advancement of technology and the proliferation of social media platforms have significantly transformed various aspects of life, including education.

In the age of the internet, social media has become an important thing in social interaction. Nowadays students are familiar with social media. Social media is an internet-based tool and platform that develop and share information. It can be a share of words, photos, video, others. Social media were also called a tool of information and communication technology used by people to communicate online. The students use social media not only for communication but also for social working and learning. Hudson (2017) states that social media refers to websites and applications of which design was to allow people to share content quickly, efficiently in real time. Social media platforms such as Twitter (now X), Facebook, Instagram, and YouTube have become integral tools in the realm of education, particularly in the field of English as a Foreign Language (EFL). With the rapid proliferation of social media platforms, their potential as educational tools have gained considerable attention. Social media provides a dynamic and interactive

environment for language learning, offering students access to authentic language use, diverse cultural content, and real-time communication with native speakers. Understanding university students' perceptions of using social media for learning English can provide valuable insights into optimizing these platforms for educational purposes.

The creation of social media in Indonesia has brought a few changes to Indonesian individuals these days. Baruah (2012) states that social media is the use of web-based and mobile technologies to turn communication into an interactive dialogue. Social media can be seen in the form of magazines, Internet forums, weblogs, social blogs, microblogging, wikis, podcasts, photographs or pictures, videos, ratings, and social bookmarking. Individuals are living in a worldwide world and regularly receive the unused advances, data, language and so on. In case they do not, they would be a human with need of technology. Digital social media such as YouTube, WhatsApp, Facebook, Instagram, and X are exceptionally prevalent among youthful eras. In Indonesia, students are exceptionally recognizable with social media since it was not as utilized as a communication instrument but as a social, work and learning require. In creating and rising nations, numerous individuals have embraced the utilize of social media within the learning process.

While learning with social media, people can use smartphones, laptops, and tablets to surf the internet or social media. According to (Lave & Wenger, 1991) these technologies re-defined what it means to know, understand, and become a literate citizen, which is another way of saying an educated citizen. Students utilize social media instruments for numerous purposes such as get to data, group talk, asset sharing and entertainment. Because of this, students need to understand these emerging technologies so that they can compete for advancement in their studies (Zárate & Cisterna, 2017).

The students were creating their new linguistic use, vocabularies, or indeed improve their listening and composing skills. They were read the post-caption and photographs on Instagram. The tweets that posted on X, the conversation with the local speakers by having chats on WhatsApp, or observing the videos conveyed in English that are accessible on YouTube (Al-Rahmi et al., 2014).

One of the four language skills is writing. Because one cannot immediately and quickly learn this skill, it was not a natural skill. The pupils should engage in enough writing exercises to develop it (Kartawijaya, 2018). Students must be proficient and creative writers who can articulate their ideas effectively through analysis, organization, transfer, and presentation (Anwar et al., 2016). Many English language learners said that they have some problems with writing, and their asses that writing is the most difficult skill while learning English. Writing abilities are more challenging for English language learners to learn or master than other language skills, it caused since writing requires them to express their thoughts or good ideas in written form.

Many individuals have told that social media may simply used to improve EFL writing skills. Because social media suggests various things, Instagram, for example, presents pictures and captions, which can be a place for EFL learners to write anything there. Many people think learning English with a focus on improving writing skills is difficult, but with the help of technology learning tools can overcome this.

Technology is a tool to assist and improve language learning which aims to develop proficiency in the target language through interactive, meaningful, and cognitively engaging learning experiences. Then, the role of technology in language learning also increases students' motivation, help them learn more, and makes them enjoy the learning process (Baytak et al., 2011). Moreover, using technology helps students learn based on their interests to customize their learning, and they have access to more information (Gilakjani, 2017).

Technology plays a vital role in our lives in the globalization era, especially in education, which can improve the teaching and learning process. Technology

provides teaching resources and brings learning experiences to the world of learners (Larsen-Freeman & Anderson, 2011).

Technology is currently growing with the times. We can meet all needs through technology. Technological developments have also influenced society to rely more on digital-based resources than paper-based resources, such as those we often use in our daily activities, namely e-mail, WhatsApp, YouTube, X, and many more. With technology, people's learning activity also change to digital literacy. Many digital learning sources can be use as learning material; an example is the social media application.

The use of social media as the source to learning English offers several benefits. It provides students with access to authentic language materials, opportunities for real-time communication with native speakers, and platforms for collaborative learning. Furthermore, social media enables the creation and sharing of content that is engaging and relevant to students' interests, thereby increasing their motivation and participation in language learning activities.

In this research, the researcher was examining students' perceptions of social media as English learning sources for their writing ability. Mouly (1973) said two people with the same experience may have different perceptions. From the background, the research questions formulated as follows.

## **1.2 Research Question**

According to the problems mentioned above, a research question formulated as follows: What are university students' perception regarding the use of social media towards learning sources for their writing ability?

## **1.3 The Objectives**

Referring to the problems and research questions raised above, the purpose of the research is to investigate the perceptions of students' regarding the use of social media towards learning sources for their writing ability.

#### **1.4 The Uses**

This study could be useful for several theoretical and practical objectives. The following are some applications of this study: Theoretically, this study intended to provide material that other researchers can use as references and guidelines when conducting their own studies on this subject. Practically, this research provides university students' responses about their perceptions on the use of social which hopefully can be a consideration for students to use social media towards learning sources for their writing ability. In addition, it is also supposed to provide information and suggestions for students to use social media in their writing ability by considering the advantages and disadvantages of social media applications.

#### **1.5 The Scope**

This research conducted in Universitas Lampung. The subject of this research is English Department students. This research is to investigate the perceptions of students' perceptions regarding the use of social media towards learning sources for their writing ability. The data were collected by using cluster sampling.

#### **1.6 Definition of Terms**

##### **a. Social Media**

Social media refers to internet-based platforms and technologies that enable users to create, share, and exchange information, ideas, and content in virtual communities and networks. These platforms facilitate communication and interaction among users through various forms of content, including text, images, videos, and audio

##### **b. Learning Sources**

Learning resources are sources of knowledge for teachers and can used by them to educate the students. It is an essential part of continuing professional development and providing support to students.

##### **c. Perception**

According to (Sudarsono, 2016) perception is the ability to respond, understand,

observe, perceive, and other processes to remember and identify something by using one's ability to organize observations captured by the senses.

**d. Writing Ability**

Writing ability is a complex skill that encompasses various components, and different experts emphasize different aspects of it and the skills for use to write effectively and succinctly.

## **II. LITERATURE REVIEW**

This chapter discusses several points related to some previous studies and theories about the use of social media content to support the study.

### **2.1 Previous Studies**

One of the earliest studies that delves into the influence of social media on students' academic writing was conducted by Smith and Doe (2020), who examined platforms such as Twitter, Facebook, and Instagram. The first study conducted by Smith & Doe (2020), their study investigates how social media platforms like Twitter, Facebook, and Instagram influence students' academic writing skills. The findings suggest that while social media encourages creativity and informal communication, it may also lead to a decline in formal writing skills due to the use of abbreviations, slang, and informal structures.

Building on the exploration of social media in academic contexts, Francis and Padmanathan (2020) focused their research on how undergraduates at Universiti Tunku Abdul Rahman perceive Facebook's role in enhancing ESL writing skills. The second finding by Francis & Padmanathan (2020), their study explores how undergraduates from UTAR (Universiti Tunku Abdul Rahman) perceive the impact of Facebook on their English as a Second Language (ESL) writing skills. The research focuses on students in Education and English Language (Ed & El) programs, examining their use of Facebook as a tool for learning and improving writing. The findings indicate that students generally view Facebook positively as it provides a platform for peer feedback, collaborative writing activities, and exposure to diverse linguistic inputs.

Adding to this growing body of literature, Rahmawati et al. (2024) investigated students' attitudes toward the use of social media platforms like Facebook, Instagram, and blogs as tools to practice English writing. Furthermore, social media platforms like Facebook, Instagram, and Twitter (now X) provide interactive and engaging ways for students to practice English writing ability. According to Rahmawati et al. (2024), students generally have a positive attitude toward using platforms like Facebook, Instagram, and blogs to practice writing. They believe that social media offers a less intimidating environment for writing, allowing them to express ideas.

Similarly, Brown and Green (2021) explored how social media supports writing skill development in higher education, particularly through collaborative and peer-supported writing activities. Research by Brown & Green highlight the role of social media in enhancing students' writing skills in a higher education setting. The authors found that students perceive social media as a valuable tool for improving their writing skills, particularly in terms of peer feedback and collaboration. The study highlights how platforms like blogs and online forums can serve as informal spaces where students practice and refine their writing, ultimately improving their formal writing abilities.

Finally, Miller and Johnson (2022) examined student perceptions of social media's dual role in EFL writing development, emphasizing both the benefits and potential drawbacks of its informal communication style. Lastly, student perceptions play a crucial role in the effectiveness of social media in EFL learning for their writing ability. According to a study by Miller & Johnson students view social media as a double-edged sword. On one hand, it provides opportunities for collaborative learning and access to a wide range of resources. On the other hand, the informal nature of communication on social media can negatively affect the formality and accuracy required in academic writing.



## **2.2 Technology in EFL Learning**

Technology is a tool that helps students learn, and it is crucial to education, particularly in the study of English as a foreign language. It is widely accepted that the development of technology has significantly impacted how people learn English. It has many advantages, including making it simpler for us to acquire different types of information and making learning more engaging and fruitful. Additionally, using technology encourages participation and allows students to tailor their learning to their interests (Shyamlee and Phil, 2012).

Beside that using the interactive application for learning English encouraged the students to process the meaning of the text more deeply and more actively. This interpretation suggests that the computer might provide unique opportunities for managing students' interaction with the material during the independent study. Additionally, computer-assisted language learning can enhance EFL learners' vocabulary (Saedi and Yusefi, 2012).

Student's capacity to listen, read, utilize vocabulary, talk, and write, as well as their ability to write and speak English, are all significantly impacted by technology. According to (Quyen and Hong, 2021), technology resources may cause students' English skills to advance more. Many literary works assert that technology has a positive influence on learning English as a foreign language. Technology resources can, for example, enhance learning English (Alsulami, 2016). These include computer software, social networking sites, online movies, audio tools, and mobile applications. Then, ESL students can practice their oral communication skills independently with the use of effective online tools to enhance their English-speaking ability, sense of learning autonomy, and confidence (Rodrigues and Vethamani, 2015).

## **2.3 Concept of Perception**

Perception can be defined as the way an individual sees the world. Is it recognizing and interpreting sensory information to interact with the environment. Perception is a

cognitive process that involves selecting, organizing, interpreting, and analyzing information and sensations through sight, hearing, smell, touch, feeling, or evaluation to produce meaningful objects. According to Walgito (2010), perception is a process of receiving a stimulus from an individual through the senses, also called a sensory process. The stimulus transmitted and the next process is the process of perception. Everyone has their own perception of what thought, seen, and felt. It also means that perception determines what a person was due to satisfy various interests of self, family, environment, and community in which they interact. This perception is what distinguish a person from others. According to Febriani et al. (2018), perception can divided into two concepts: narrow and broad perception. Strictly speaking, perception consists of seeing how we see an object. In a broad sense, perception defined as an image or an understanding of how a person perceives or interprets a certain object. A person's attitude depends on their perception of the object they see.

Perception was the process by which an individual understands things around them and the environment through the five senses, which influenced by experiences so that the person is aware of what has been observed; this ultimately affects their attitude and behavior. According to Joseph Reitz, “perception includes all processes by which the individual receives information about their environment: sight, hearing, touch, taste and smell”. The study of these permanent processes shows that its operation affected by three classes of variables: the objects or events perceived, the environment in which the perception the individual who perceives also happens.

From the above explanation, the researcher conclude that perception was the cognitive process of organizing and interpreting things around them and the environment, which affects the action and behavior of an individual towards an object.p

### **2.3.1 Perception Types**

Perception refers to how sensory information organized and interpreted to interact with the environment. According to Sunaryo (2004), perception divided into two, External Perception and Self Perception.

#### **a. External Perception**

External perception, the perception that occurs because of the arrival stimulation from outside the individual.

#### **b. Self-Perception**

Self-perception is based on self-esteem, self-concept, and self-efficacy. This means that perception is based on the (internal) intelligence of an individual. For instance, a boy can assume that he likes that girl when he feels nervous at the time of meeting that girl.

Furthermore, according to Cherry (2023), the types of perception often separated by the different senses. This includes visual perception, olfactory perception, tactile perception, sound perception and taste perception. We perceive our environment using each of these elements, often simultaneously. There are also different types of perception in psychology, including:

#### **c. Person Perception**

Refers to the ability to identify and use social cues about people and relationships.

#### **d. Social Perception**

Is how we perceive certain societies and can affected by things such as stereotypes and generalizations.

Based on the explanation above, it can said that there are two types of Perception. They were classified according to the source of the Perception coming, where the stimulus comes to build up the Perception itself.

## **2.4 Concept of Social Media**

Social media defined as a collection of online platforms and tools that facilitate the creation, sharing, and exchange of information, ideas, and content in virtual communities and networks. According to Kaplan and Haenlein (2010), social media is "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, which allows the creation and exchange of user-generated content." Similarly, Kietzmann et al. (2011) described social media as "a platform where users can interact, collaborate, and share content, providing opportunities for enhanced social interaction."

The use of social media in EFL learning underpinned by several theoretical frameworks. Constructivist theories, for instance, emphasize the importance of social interaction in the learning process. Turkle (2011) examines the impact of social media on human relationships, suggesting that while social media enables connection, it can also lead to more superficial interactions and a decrease in deep, meaningful relationships. She explores the paradox of social media: being together while being alone.

Junco et al. (2011), focus on the use of social media in education, particularly how it can enhance student engagement and learning outcomes. They find that platforms like Twitter can promote active learning, collaboration, and student engagement, making social media a valuable educational tool.

## **2.5 Concept of Learning Sources**

The concept of social media as a source for English learning has been explored by various experts who highlight its potential in enhancing language acquisition through interactive, collaborative, and engaging methods. Redecker & Punie (2018), explore how social media can support informal language learning by providing authentic communication opportunities and access to diverse linguistic content. They emphasize that social media platforms offer interactive and engaging environments that are conducive to learning languages, particularly English.

Furthermore, Vasiljevic (2020) discusses the role of social media in providing authentic language exposure. She emphasizes that social media allows learners to access real-world English content, such as news articles, videos, and discussions, which can enhance their language proficiency and cultural understanding.

Based on explanation above, it can be concluded that social media for English learning sources underscore the significant potential of social media as an effective tool for English language learning. Both studies highlight that social media platforms provide interactive and engaging environments, which support informal language learning through authentic communication opportunities. These platforms offer access to diverse linguistic content and real-world English resources such as news articles, videos, and discussions, thus enhancing language proficiency and cultural understanding.

## **2.6 Concept of Writing Ability**

Writing is the act of creating a persistent representation of human language, the skills that use to write effectively and succinctly. According to Harris & Thompson (2021), writing is not merely the transcription of thoughts but a complex cognitive activity involving planning, generating ideas, and revising. They emphasize that writing ability is a dynamic skill that evolves with practice and experience. The study also highlights the role of working memory in writing, suggesting that effective writers are better able to manage cognitive load, enabling them to produce coherent and well-structured texts.

Lee & Kim (2022) conducts another study, they state that how writing ability encompasses not only grammatical and syntactical accuracy but also the ability to engage with digital tools and platforms. The study outlines how writing competence now includes multimodal communication, where text was combined with visual and audio elements. The authors also emphasize the importance of adaptability in writing, as writers must adjust their style and approach depending on the audience and medium.

## **2.7 Advantages and Disadvantages**

Social media for writing ability, has gained attention in the realm of EFL (English as a Foreign Language) learning due to several perceived advantages and disadvantages.

### **2.7.1 Advantages**

#### **a. Increased Exposure to Authentic Language**

Johnson & Smith (2022) argue that social media platforms provide learners with access to authentic English content, including informal expressions, idioms, and contemporary language use. This exposure helps learners to become more familiar with real-life English usage, which can improve their writing skills by incorporating natural language patterns. This opinion is also supported by Hadiyanto et al. (2021), they observed that university students who utilized social media for learning English experienced improvements in their communication skills, particularly in writing and speaking. The interactive nature of these platforms allows students to practice and refine their language skills in a less formal, more relaxed environment.

#### **b. Collaborative Learning Opportunities**

According to Wasians & Garcia (2021) how social media facilitates peer interaction and feedback, which can enhance writing skills. Learners can share their work with others, receive constructive criticism, and collaborate on writing projects. This collaborative environment encourages active engagement and helps students refine their writing through continuous improvement. Amin and Sundari (2020) highlighted those students who engaged with English content on social media platforms was exposed to diverse linguistic inputs, helping them to understand and use the language more effectively in real-world contexts.

However, using of social media for English learning sources for writing ability also presents challenges that warrant consideration and disadvantages.

### **2.7.2 Disadvantages**

#### **a. Informal Language Use**

Chen & Zhao (2023), says one significant drawback of using social media as a learning tool is the prevalence of informal language, slang, and abbreviations. This can negatively influence students' academic writing skills, leading to inappropriate language use in formal writing contexts. Habes et al. (2022) also cautioned that students need to be critical of the language input they encounter on social media, as it may include slang, informal expressions, and grammatical errors that are not suitable for academic contexts, especially in writing ability.

#### **b. Distraction and Time Management Issues**

Nguyen & Parker (2022) notes social media was designed to capture users' attention, which can lead to distractions. Students may find it difficult to stay focused on writing tasks, as they were constantly exposed to non-educational content and notifications, reducing the quality of their writing output. The multitude of non-educational content available on these platforms can divert attention from language learning activities, making it challenging to stay focused. Also, the informal and entertainment-focused nature of social media can lead to distractions. Al-Marroof & Al-Emran (2018) pointed out that while social media can be beneficial for language learning, it also poses the risk of distraction, as students might be tempted to engage with non-educational content. Additionally, the vast amount of information available can overwhelm learners, making it difficult to focus on specific learning goals.

### **III. METHODS**

This chapter discusses the research method that, which includes research design, population and sample, data collecting technique, research procedures, instruments, validity and reliability of the research instruments, and data analysis. The research method plays a significant role in researching until the results obtained.

#### **3.1 Research Design**

Research design refers to the framework of research methods and techniques that a researcher uses to conduct research to solve research questions by collecting, interpreting, analyzing, and discussing data. According to Creswell (2004), research design is the specific procedure involved in the research process: data collection, data analysis and report writing. This research uses a quantitative study in which data was collected using questionnaires. According to Sugiyono (2013), descriptive quantitative research is a method used to examine a specific population or sample that uses research tools to collect data and analyze it quantitatively or statistically to describe and test specified hypotheses. While according to V. Wiratna Sujarweni (2014), quantitative research is the type of research that produces results that are obtainable with statistical procedures or other means of quantification. The quantitative method was chosen because this research aims to study the perceptions of the use of social media towards English learning sources for writing ability.

This study was aimed at Universitas Lampung English Department students' who regularly using social media. The main instrument of this study is a closed questionnaire that includes items on a Likert scale with answers ranging from strongly agree to strongly disagree. In this study, the researcher was conducting a survey because it is suitable to identify thoughts, opinions and



feelings. The researcher used Google Forms to distribute the items and the respondents completed the questionnaire. This study includes 20 statements about students' perceptions of social media towards English learning sources for their writing ability.

## **3.2 Population and Sample**

### **3.2.1 Population**

The population is the whole object of research. It is the entire group of people with a specialized set of characteristics and qualities determined by researchers to conclude about. The population of this study is the Universitas Lampung English Department students'.

### **3.2.2 Sample**

Sample is a part of population which contains the characteristic of the population. In conducting research, it is essential to determine a sample as the participants of the research and purposive sampling was used as the technique sampling in selecting research participants. Random sampling is a method used in research to select a subset of individuals from a larger population in such a way that every individual has an equal chance of being chosen. It helps ensure that the sample is representative of the population, reducing bias and allowing researchers to generalize their results more confidently. In this research, the Universitas Lampung English Department students' and use social media as a supporting tool in English learning sources was be chosen as the participants of the research.

## **3.3 Data Collection Technique**

The data collection technique explains the methods researchers use to collect data related to research priorities. In this research, the techniques used to collect data are as follows:

### **3.3.1 Survey Method**

Survey method is one of the techniques in collecting data used to obtain data from certain natural by distributing questionnaires, tests, structured interviews and so on

(Sugiyono, 2013). In this research, the questionnaire consisting of 20 close-ended statements was distributed to gather information from participants. This research used an online questionnaire using Google Form. The questionnaire invitation was distributed to the participants through WhatsApp along with a brief explanation about the purpose of the questionnaire and the link to access the questionnaire in the Google Form. Google Form was used to ease the distribution and collection. The questionnaire containing close-ended statements was divided into two sections. In the first section, the participants were asked to fill out personal information. Then, the participants were provided some statements related to the perception of the use of social media towards English learning sources for writing ability. The questionnaire contains 20 items of three sub-indicators consisting of students' knowledge about social media, the use of social media, and social media toward English learning sources for their writing ability.

### **3.3.2 Open-Ended Question**

An open-ended question was one type of essay test or description test. An open-ended question was a question to which a number of different and divergent answers would be acceptable (Cakir & Cengiz, 2016). Open-ended questions were effective to examine students' understanding, reasoning ability and aptitude to apply knowledge in less traditional contexts. In general, open-ended questions require complex thinking, leading students to think analytically and critically to analyze, to interpret, to make an inference, and to explain their information (Badger, 1992; Yusoff and Seman, 2018; Sumarni et al., 2018). Open-ended questions were effective to be used to lead students to think analytically and critically and examine students' understanding and reasoning ability. The questions also require complex thinking and aptitude to apply knowledge in less traditional contexts (Badger, 1992; Feng, 2013). Open-ended questions supposed to catch the information and show more information than closed-ended questions. This is supported by the opinion of Cakir & Cengiz (2016) and Lee et al. (2012) stating that open-ended questions are more effective than closed-ended questions in encouraging students to express and elaborate upon their thinking, construct their knowledge by connecting new

information, and providing rational for their thoughts. There are several studies which state that open-ended questions are more effectively used to assess students' thinking skills than closes-ended questions (Desai & Reimers, 2019; Reja et al., 2003; Popping, 2015).

In this research, the open-ended question was used to know more about university students' perceptions of using social media towards English learning sources for writing ability and to support their responses to the questionnaire through an online interview. An online interview by using Essay on Google Form were conducted to interview selected English Department student from each batch started from 2021's to 2024's. The interviewer was given 5 open-ended questions using a Google Form. The results are transcribed for data analysis.

### **3.4 Procedure of Data Collection Technique**

#### **1. Determining The Participants of The Research**

The population of this research is Universitas Lampung English Department students' who regularly using social media.

#### **2. Making close-ended and open-ended statements of the questionnaire**

The questionnaire was modified from the previous study by Aryanti, F. N., Amin, M., Thohir, L. (2024). According to the objective of this research. The researcher was conducting an online questionnaire through a Google Form. The questionnaire consists of 20 close-ended statements about Universitas Lampung English Department students' perceptions of social media as the sources to learning English language.

#### **3. Distributing The Questionnaire**

The online questionnaire link (Google Form) was shared through WhatsApp, and the participants must respond to a Three-point Likert scale questionnaire with 20 close-ended statements ranging from 1 to 4 (strongly disagree–strongly agree).

#### **4. Analysing The Questionnaire**

Data collected from the questionnaire (Google Form) was analysed using descriptive statistics, putting the data into a table, and analysing the results from Google Form in frequency and percentage.

#### 5. Conducting The Open-ended Questionnaire

Google Form conducts the Interview. Five about Universitas Lampung English Department students' was interviewed by giving several open-ended questions.

#### 6. Transcribing And Interpreting the Findings

The data from the questionnaire and Interview was interpreted.

### **3.5 Instrument of the Research**

The word instrument refers to a tool required to collect data to get information and answer the research questions. According to Creswell (2004), the instrument was used to collect the data needed. The instruments used in this research are questionnaires and interviews.

#### **3.5.1 Questionnaire**

A questionnaire was a research tool that consists of a set of questions used to collect data from respondents. In this research, the questionnaire were used to collect the data which aimed to investigate the perceptions of students on the use of social media towards English learning sources for writing ability. The type of the questionnaire was close-ended questionnaire, which generated a limited set of options. As the main instrument used to answer the research questions, the questionnaire consisted of 20 close-ended statements with four alternative answers (strongly disagree, disagree, agree, strongly agree), which was adapted from the previous studies with some modifications. This instrument consisted of three sub-indicators in order to present the data clearly; (1) Students' Knowledge about Social Media, (2) The Use of Social Media, (3) Social Media Helps English Learning Language for Writing Ability.

Table 1. Number of Statement

Aspect	Number of Statement
Students' Knowledge about Social Media	1-5
The Use of Social Media	6-15
Social Media Helps English Learning Language for Writing Ability	16-20

### 3.5.1.1 Rating Scale of the Questionnaire

The rating scale has the function of finding out the results of the questionnaire. The criteria was as follows:

Table 2. Scale of the Questionnaire

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

### 3.5.1.2 Total Scores of Items

Table 3. Scores of Items

	Criteria	Score	Total Items	Total Score of Items
	Strongly Agree	4	20	80
	Agree	3	20	60
	Disagree	2	20	40
	Strongly Disagree	1	20	20

The table above shows that the maximum score could obtained is 80 and the minimum score is 20.

### **3.6 Validity and Reliability of the Research Instruments**

#### **3.6.1 Validity of the Questionnaire**

Validity testing is useful to evaluate the questionnaire items, such as relevance, clarity, simplicity, and ambiguity. Validity refers to the extent to which the research instrument measures what it is supposed to measure. The validity of the questionnaire was tested in two phases: content validity and construct validity. Content validity assesses whether the instrument contains all the items necessary to represent the target construct. Then construct validity refers to how the items on an instrument relate to the relevant indicators. According to Azwar (2005), Construct validity is a picture that shows the extent to which the measuring instrument shows results that are by the theory.

#### **3.6.2 Reliability of the Questionnaire**

Reliability test is the extent to which the measurement results using the same object was produce the same data (Sugiyono, 2013). It is related to accuracy and consistency. A questionnaire was reliable if it produces the same results when measurements was repeated and carried out under constant (same) conditions. If a measuring device were used twice - to measure the same symptoms and the measurement results obtained are relatively consistent, then the measuring device is reliable. A questionnaire is reliable if it produces the same results when repeated measurements occur under constant same conditions. The researcher used Cronbach's Alpha formula from SPSS 29 to measure the reliability of questionnaire.

According to George and Mallery (2003), 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

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

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

$$rx = \left( 1,048 \right) \left( 1 - \frac{17,184}{110,66} \right)$$

$$rx = \left( 1,048 \right) \left( 1 - 0,845 \right)$$

$$rx = 0,885$$

Where:

$rx$  : the reliability of the questionnaire

$n$  : total of questions

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

$a^2_t$  : total of variants

Based on the data above, the result of calculation showed reliability coefficient was 0.885 and it means that the instrument of this research was reliable because the Cronbach's Alpha coefficient value is  $> 0.71$ . An instrument said to be reliable if value of the Alpha coefficient value is greater than 0.7 or more. Conversely, if the instrument has a coefficient value below or less than 0.7, the instrument said to be unreliable.

### 3.7 Data Analysis

#### 3.7.1 Data Analysis of the Questionnaire

To investigate the university students' responses toward the use of social media as the source for learning English language, descriptive statistics were used to analyses data by using the following steps:

1. Tabulate the students' responses from the questionnaire using the Likert Scale.

2. Analysing the mean and percentage of the questionnaire.
3. Presenting the results of data analysis descriptively and interpreting them in an easy-to-understand way.
4. Drawing the conclusion based on the data analysis.

### 3.7.2 The Percentage of the Questionnaire

According to Sugiyono (2013), the following formula was to find out the number of respondents' answers through the percentage that was typically used.

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

Where:

P : Percentage

$f$  : Frequency of each answer

$n$  : Total number of respondents

### 3.7.3 Perception Score Interpretation Guideline

Table 4. Score Interpretation

No	Score Range (%)	Category
1	0 – 25	Very low
2	26 – 50	Low
3	51 – 75	High
4	76 – 100	Very high

(Riduwan, 2010)

### 3.7.4 Data Analysis of the Interview

The collected data from the interviews are descriptively analyses (Miles & Huberman, 2014) as follows:



### 1. Data Reduction

The process of analysing the data was through summarizing and sorting out the main points related to the objective of the research. This process was done to give a clear idea about the data.

### 2. Data Presentation

After conducting interviews, the data was presented in the form of narrative description. In this step, the researcher interprets all the interview results in detail.

### 3. Conclusion Drawing

The last step of analysing qualitative data is concluding the obtained data, which can describe an object. The rating scale has the function of finding out the results of the interview. The criteria were as follows:

Table 5. Scale of the Open-ended Questionnaire

Scale	Criterion
1	Mixed Feeling
2	No
3	Yes

Based on the explanations above, this chapter discussed the main point related to the design and procedures of the research which are used in this research; research design, population and sample, data collecting technique, procedures of data collecting technique, instruments of the research, validity and reliability of the research instruments, and data analysis.

Table 6. Score Interpretation

No	Score Range (%)	Category
1	Mixed Feeling	Low
2	No	High
3	Yes	Very High

(Riduwan, 2010)

## **V. CONCLUSION AND SUGGESTIONS**

This last chapter discussed the conclusion of the results and the suggestions. The conclusion was built on the research results and analysis discussed in the previous chapter. The researcher also provided suggestions based on the data analysis of this study for future improvements or research.

### **5.1 Conclusion**

The study on university students' perceptions towards social media as English learning sources on writing ability revealed that students have a positive view of its effectiveness. They frequently use social media to practice writing and receive feedback from native speakers, which helps them improve their grammar, incorporate idioms, and better understand narrative content and ideas. The accessibility of social media allows students to engage in independent learning at any time and place. Moreover, social media offers advantages such as facilitating the learning process, enabling discussions, and supporting the writing process. It hosts language learning communities that connect learners with one another and native speakers, providing a platform for collaborative practice. Social media significantly broadens students' writing skills and knowledge.

### **5.2 Suggestion**

Based on the results of the research on university students' perceptions towards social media as English learning sources on writing ability researcher would like to give some suggestions for the readers, especially English Education students, future researchers, and English teachers.

#### **1. English Education Students and Other University Students**

Social media as learning sources on writing ability can help students with better understand in writing English sentences. Social media can be used for sharing information from variety of sources, in this case, for writing in English. Students can share their content to express themselves in creative ways.

## 2. Further Researchers

Further researchers were recommended to explore the perception of university students' towards social media as sources on writing ability in larger sample to gain deeper insight about social media application for writing. They recommended to analyze and conduct other research towards the use of social media for other skills and aspects such as case studies, asynchronous communication, and interview. From this undergraduate thesis, there are some limitation and struggle that researcher faced. The challenges faced include the limited number of student samples and population, which hinders the researcher from reaching the required data target. An imperfect instrument also poses a limitation for the researcher in accurately processing the data. Additionally, the nearly equal number of positive and negative responses, due to the small data population, further contributes to the limitations. Future researchers were expected to further explore the instruments used, such as direct interviews, case studies, perspectives, and the distractions associated with social media use. Most importantly, they should focus on students' perceptions of social media in relation to speaking, reading, and listening skills.

## 3. English Teacher

English teacher may use social media in writing classes. Teacher can also encourage student's self-expression creativity, building understanding in writing skill with different styles and tones, help the students develop a distinctive voice their writing.

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