

## STUDENTS' PERCEPTION OF THE USE OF SOCIAL MEDIA FOR LEARNING ENGLISH DURING COVID 19 PANDEMIC

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### **Abstract**

*This qualitative study examines students' perceptions of using social media for English language learning during the COVID-19 epidemic. It collects data using a descriptive qualitative method. Up to thirty students in classes A, B, C, D, and E of the fourth semester of the English Education Study Program at the Faculty of Languages and Literature of the State University of Makassar participated in this study. To choose individuals, this study used purposeful sampling. The result shows that students utilize social media more frequently. Claims that more time is spent on social media when students are cooped up at home and have more spare time lend credence to this. Students also have a positive perception of social media's role in English language acquisition. Twitter and Instagram are the most widely used social media platforms for learning English in receptive skills, listening skills, and reading skills. These programs were chosen because, thanks to their widespread use, they have access to a never-ending supply of English input. According to the findings of data analysis of interview transcripts on students' usage of social media for English language learning during the COVID-19 epidemic, they claimed that the sites offer an infinite supply of English information, allowing them to keep improving their receptive skills. Students feel comfortable and eager to learn English outside of school because of the situation, which provides a stress-free language environment for them.*

**Keywords** — *Students' perception, Social media, English learning.*

### **INTRODUCTION**

People learn strategies 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. Furthermore, 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. Moreover, the English language mastering does now no longer simply consist of study room experience (Balcikanli, 2011). In learning English, there are receptive skills. (Sharma, 2015)

explains that receptive skills are students' ability to absorb the information conveyed using the language learned such as the ability to listen and read. Receptive skill is very important in the learning process in English so that they can become proficient English users, teachers expect students to have a strong command of the language.

170.0 million People utilize social media in Indonesia. As of January 2021, social media usage in Indonesia was 61.8 percent of the total population. This shows that social media users in Indonesia have greatly increased. Thus, Indonesia is a country that is familiar with social media. So, do not be surprised if there are many Internet users in Indonesia.

Even though the number of people using social media is growing every year, Indonesian English proficiency remains poor. This is demonstrated by the outcomes of a study for the EF English Proficiency Index (EPI) 2020 edition, an international education business specializing in academic languages, cultural exchanges, and educational travel. As a result of the EF EPI 2020's study of data on 2.2 million non-native English speakers from 100 countries and territories, Indonesia was rated 74th internationally. This demonstrates that Indonesia is behind some Southeast Asian countries, including Singapore, which came in at number 10, the Philippines, which came in at number 27, and Malaysia (ranked thirty-first). Students find this challenging, especially those who prefer to learn how to use audio-visual techniques for social networking. As a result, the goal of this research is to show that social media-based learning methodologies can help students overcome their weaknesses or restrictions when it comes to using English.

According to (Erzad & Suciati, 2018), in their journal paper "Social Media for Improving Students' English Quality in the Millennial Era," social media can help students hone their English skills in the following areas: The four skills are listening, speaking, writing, and reading. Additionally, it has been found that students in the millennial period use social media to enhance the quality of their English because it is entertaining, fascinating, simple to use, and instructive.

Some ELT research looking into social media discovered that, in addition to giving students a place to interact with the English-speaking world, social media can help lower students' affective filters. Negative psychological elements that have a significant impact on a student's language learning process include anxiety, lack of motivation, boredom, and irritation (Zayed & Al-Ghamdi, 2019)

According to a study, social media use has helped students learn English more effectively since it frees them up to focus on developing the necessary language skills (Sharma, 2019).

The following paragraphs provide an overview of the numerous studies that have been done on social media usage in English classrooms. The first similar study was conducted and has the title *The Use of Social Media for English Language Learning: An Exploratory Study of EFL University Students* (Al Arif, 2019). The purpose of this study was to look into the use of social media for English language learning. To determine how social media is utilized for English language learning, the researchers conduct an exploratory study. 67 students from Jambi University's English department participated in this study. Data were gathered using a questionnaire and a semi-structured interview.

The survey data was analyzed using simple statistical methods, whilst the interview data was evaluated using phenomenological case studies and thematic coding. According to the research, pupils favor using Facebook and the social media apps Instagram. Because of this, students used social media more frequently for non-English learning goals than for English learning objectives.

The impact of social media on English learning during the COVID-19 epidemic was the title of the second related study, carried out by Muftah in 2022. This study highlights how social media has transformed communication and education in the wake of the COVID-19 epidemic. It also shows how social media has become the most widely used and useful medium for communication. The state of affairs suggests that social networking sites have had a considerable impact on education generally and English language learning in particular, in addition to our social structure and intrasocial interaction.

It has been proven that numerous social media platforms have created a digital setting that is suitable for contemporary learning. Social networking sites that enable quick and simple user contact are known as social media platforms. Unquestionably and categorically, social networking has been demonstrated to be a global phenomenon that has caused a huge paradigm shift in the sectors of learning and education during the current pandemic. The current study aims to assess the extent to which students' capacity to learn English during the COVID-19 epidemic has been impacted by the various social media platforms. Undergraduate English language learners participated in the study.

The sample consisted of 166 undergraduates from Najran University. A study was done to see how the COVID-19 epidemic would affect students' capacity to learn English in the 2020

academic year across various social media platforms and social networking sites. Additionally, the survey looked for any potential enhancements that may be made to the next virtual language learning. Results - During the COVID-19 pandemic, the study's findings helped advance the field of online English language instruction. The final findings demonstrated that students use of social media during their English language study significantly enhanced their writing style, reading abilities, listening and lexical variety, communication skills, and grammatical usage. Insights from this study can be used to create policies that encourage the integration and use of social media platforms as instructional tools in the context of English language teaching and learning. These insights are particularly useful during and after the COVID-19 era. All educators who provide online instruction are urged to adhere to a strategy that will improve online English language instruction.

Students' Perceptions of Using Youtube As English Online Learning Media During the Covid-19 Pandemic, the third connected study, was conducted by (Simanjuntak et al., 2021). With the Covid-19 outbreak underway, this study aims to find out how grade XI students at SMA Negeri 4 Pematangsiantar feel about using YouTube as an online English learning resource.

Students' impressions are influenced by a variety of characteristics, including attractiveness, efficacy, relevance, and motivation. These characteristics can be seen in how students learn in the classroom. The study's participants are students at SMA Negeri 4 Pematangsiantar in classes XI PMIA 6 and XI PMIA 7. The data is acquired using qualitative research methods, particularly the kind of basic interpretive studies where students fill out a Google Form-based questionnaire to offer the data. According to the examination of the data, most students agreed with each statement in each area of the questionnaire.

The researchers concluded that this study and the preceding ones shared a similar objective, which was to find out how students felt about utilizing social media to learn English during the COVID-19 outbreak. But this study differs from other ones of a similar sort in some ways. The first distinction is in the method. The current study uses a qualitative methodology to learn more about how students view the use of social media during COVID-19. The prior study used both quantitative and qualitative approaches for its research.

Based on the aforementioned setting, the study intends to look into how students feel about using social media during the COVID -9 epidemic to learn English. This is a crucial area to research since lecturers need to understand the preferred social media sites, their attitudes toward them, and the reasons for their use. This study was carried out to discover more about

how students, particularly those enrolled in the English education program at Makassar State University, use social media to learn English.

## METHODS

The Researchers employed a descriptive qualitative design for this study. (Sugiyono, 2016) Qualitative research is utilized to collect comprehensive data with meaning. The research technique known as descriptive research enables the researchers to provide the most accurate description of the existent occurrences. There is data on the phenomenon that will be investigated in a descriptive study. The task of the researchers is to gather information by using research instruments (Haryanto, 2018). The researchers in this study collected and assessed non-numerical data using qualitative description to understand thoughts, views, or experiences (such as text, video, or audio). It can be used to unearth complex information about a circumstance or to generate original research ideas. According to Denzin and Lincoln, "this means that qualitative researchers examine objects in their natural environments, attempting to make sense of or to interpret, events in light of the meanings people bring to them" (Denzin and Lincoln, 2000). (p. 3). Thus, the methodology for that study includes data collection, description, classification, and analysis, followed by the study's conclusion.

## RESULTS

### 1. Time spent on Social media during covid 19 pandemic, especially in receptive skills

In the first and questions of the interview, the researchers questioned the participant about how many hours they spent on social media in general for a day during the COVID-19 pandemic.

#### a. Listening skill

(Student 8, 18/06/2)

"Well, it's the opposite before the pandemic, sis, it's almost possible for me to use my handphone for 24 hours and learning listening skill on social media because during the pandemic I just study at home and after that I can only stay silent so I use it to use social media." (*Dehh berbanding terbaliknya sebelum pandemi kak, hampir mungkin 24 jam ka pegang hp terus dan belajar listening skill di media sosial karena selama pandemi belajar di rumah saja dan setelah itu cuman bisa berdiam diri jadi saya manfaatkan untuk menggunakan media sosial*).

The student said in interview that they have more free time during pandemic and the situation led them to open social media throughout the day.

b. Reading skill

(Student 2, 12/06/22)

“During the pandemic maybe, I use social media every time sis because everything has to be online, assignments and materials can also be found on social media, for example assignments about reading skill, now I'm looking for lots of references on youtube and it's not just me but my friends too, sis.” *(Selama pandemi mungkin bisa di bilang setiap saat saya menggunakan sosial media kak karena semuanya harus secara online, tugas- tugas dan materi bisa di dapatkan juga di media sosial contohnya tugas mengenai keterampilan membaca, nah saya cari banyak-banyak referensi itu di youtube dan bukan cuma saya yang seperti itu tapi teman-teman saya juga, kak).*

The student used social media more during the pandemic to reduce their boredom and to substitute their interaction which was limited during the pandemic, and the students generally use social media more during the pandemic because they have more free time at home and they find solace in social media.

2. Students' perception on the use of social media in learning English during Covid-19

Based on the results of the researchers interview. The researchers find the differences that students felt. The different perceptions can be seen in the following extracts.

a. Students opinion about learning English using social media, especially in receptive skills

1) Listening skill

(Student 3, 11/06/22)

“So far, Sis, for me personally, I have gotten a lot of benefits, Sis because what I get in class is still lacking and since I learned listening using social media, especially YouTube, it really adds to my knowledge because I can get new knowledge that I didn't get in class before or in real life.” *(sejauh ini kak untuk saya pribadi mendapatkan banyak manfaat sih kak karena apa yang saya dapatkan di dalam kelas itu masih kurang dan semenjak saya belajar listening menggunakan media sosial khususnya youtube itu sangat menambah wawasan saya karena saya bisa mendapatkan ilmu baru yang sebelumnya tidak saya dapatkan dalam kelas atau dalam real life).*

(Student 4, 11/06/22)

“In my opinion, using social media in learning listening is quite good, especially with the YouTube application because by it we can get used to listening to English and we can also access it anywhere and anytime, while if you study in class, you have credits and one time per week. Especially if the lecturer teaches monotonous, I think it is better to study on social media, sis.”

*(menurut saya menggunakan media sosial dalam belajar listening cukup bagus apalagi dengan aplikasi youtube karena dengan sendirinya kita bisa terbiasa mendengarkan bahasa Inggris dan juga kita bisa mengakses nya dimana dan kapan saja sedangkan kalau belajarki di kelas kak itu kan ada SKS nya dan kek satu kaliji dalam seminggu apalagi kalau misal dosennya mengajar monoton ji, menurutku lebih bagus memang belajar di media sosial, kak).*

(Student 2, 12/06/22)

“This still cannot be applied too much, sis, especially to students because they are afraid that they will fall into the wrong things and they do not know that it is wrong.” *(hal ini masih belum bisa terlalu diterapkan kak apalagi pada siswa-siswa yang masih kecil karena takutnya justru terjerumus ke hal-hal yang salah dan sebenarnya tidak dia ketahui bahwa itu salah jadi kalau misalnya memang ingin belajar bahasa Inggris menggunakan media sosial ada bagusnya masih tetap dalam pengawasan orang tua kak).*

The lesson plans in class are still weak, therefore these kids benefit greatly from learning listening skills through social media, notably YouTube, which significantly increases their understanding and allows them to learn at anytime and anyplace. Additionally, the youngster noted that utilizing social media was not always possible and required parental monitoring.

## 2) Reading skill

(Student 7, 12/06/22)

“It's very helpful, Sis, because it is simple, all of your knowledge is native speakers, compared to studying in classes that follow the curriculum and I think it makes it difficult for me to understand, Sis.” *(sangat membantu kak karena simple ki ilmu-ilmunya semua native speaker kak dibanding belajar ki di dalam kelas yang mengikuti kurikulum dan menurut saya itu membuat saya kesulitan untuk memahami, kak).*

(Student 9, 14/06/22)

“Personally, I like it, sis. Moreover, we can choose our own reading which is good and interesting and I also like to read quotes, folklore, news on twitter and instagram, but when it comes to Instagram, it's more for the captions of foreign artists that I like, sis.” *(kalau saya pribadi, kusuka sih kak apalagi kita bisa memilih sendiri bacaan yang mana bagus dan menarik dan saya juga suka baca quotes, cerita rakyat, berita di twitter dan instagram kak tapi kalau instagram lebih ke captions artis luar negeri yang kusuka kak).*

(Student 1, 11/06/22)

“eee... Actually, it is better if you learn to reading skills it is not on social media because on social media the words are informal and there are many words which in Indonesian are very rude.” *(eee... Sebenarnya lebih bagus kalau belajar membaca itu tidak di media sosial karena di media sosial itu kata-katanya informal dan terdapat banyak kata yang kalau di Indonesiakan itu sangat kasar artinya).*

Learning reading skills on social media is very easy and helpful because users can select good and interesting readings. However, some argue that it is preferable to learn reading skills offline because there are still many informal and rude words used by native speakers in our nation.

b. Students opinion about advantages and disadvantages of using social media for learning English, especially in receptive skills

1) Listening skill

a) Advantages

(Student 1, 11/06/22)

“Learning to use social media, as I previously stated, allows us to explore a lot more because we can find a lot of content from strangers, both in British and American accents.” *(seperti yang saya bilang tadi kak, bahwa belajar menggunakan sosmed itu kita bisa lebih mengeksplor banyak karena kita bisa menemukan banyak sekali konten orang-orang luar baik dalam British accent dan American accent).*

(Student 3, 11/06/22)

In my perspective, sis, studying English has a positive impact on me because I can be more confident with what I listen to, I can absorb it quickly, and it is simple for me to absorb.” *(menurut saya kak, keuntungan belajar bahasa inggris khususnya dalam listening itu di media sosial sangat memberi dampak baik bagi saya karena saya bisa semakin percaya diri dengan apa yang saya dengarkan itu bisa saya serap dengan cepat dan mudah saya pahami karena hasil dari belajar saya menggunakan media sosial tersebut).*

(Student 8, 18/06/2)

“I do not feel like I am learning English while using social media because we can choose what we want, so we like to watch the topic at the same time we learn English too.” *(Rasanya belajar pakai media sosial itu malah seperti tidak terasa kalau kita itu belajar, karena kan kita pilih sendiri apa yang kita mau jadi kita suka sama konten yang dibahas terus juga sekalian belajar bahasa Inggrisnya juga).*

Learning to use social media, allows student to explore more because student can find a lot of content from foreigners, both in British and American accents. Learning English has a positive impact on student because they can be more confident with what they are listening to.

b) Disadvantages

(Student 3, 11/06/22)

"If it is a disadvantage, I do not believe everything should be taken or accepted at face value, we must filter it out because what is said about the content being found on YouTube isn't entirely true; we must also pay attention to which content creators we follow, even content from Native speakers must be considered because it is possible that their words there have become commonplace, while it is very disrespectful to us here the point is that we must really filter it out." *(Kalau kerugiannya, kak, itu menurut saya tidak semuanya harus diambil atau diterima mentah-mentah, harus benar-benar kita saring karena ada juga apa yang dikatakan konten dapat youtube itu tidak sepenuhnya betul jadi kita harus juga memperhatikan konten creator siapa yang kita ikuti, bahkan konten dari native speaker pun harus tetap di perhatikan karena bisa jadi perkataan mereka disana itu sudah menjadi hal yang biasa sedangkan untuk kami disini itu sangat tidak sopan jadi intinya kita juga harus tetap memperhatikan sebaik mungkin dalam belajar bahasa Inggris menggunakan media sosial khususnya dalam keterampilan mendengar).*

(Student 5, 12/06/22)

"If it is me, sis, the disadvantage I have in learning English through social media, especially in terms of listening skills, is that I waste too much time using gadgets, sis, and I usually get scolded by my parents or brother for playing gadgets all the time". *(Kalau saya kak kerugian yang saya dapatkan dalam belajar bahasa Inggris menggunakan media sosial khususnya dalam keterampilan mendengar adalah terlalu banyak membuang-buang waktu menggunakan gadgets kak dan biasanya saya dimarahi sama orang tua atau kakak karena main gadgets terus padahal sebenarnya saya belajar cuman mungkin karena orangtua tidak tahu akan hal teknologi jadi mereka kira saya hanya bersantai-santai bermain gadget).*

(Student 6, 11/06/22)

"The advantages to me maybe my eyesight are getting more minus. Then, if I read bad news, it will affect my mental." *(Kalau kekurangannya sih mungkin mata saya minusnya bertambah, terus kalau ada berita yang tidak bagus itu bisa mempengaruhi mental saya).*

Learning to use social media can make them confident and feel like they are not studying because they enjoy it, it's just that using social media can make them addicted and lazy to do other things.

2) Reading skill

a) Advantages

(Student 3, 11/06/22)

"If it's an advantage, sis, I can read a lot on Twitter in English, and the terms that are on Twitter I've never heard or seen before, thus I believe that reading on Twitter has enhanced my reading skills." *(Kalau keuntungannya kak, saya bisa membaca banyak di twitter dengan bahasa Inggris dan juga kata-kata yang ada dalam Twitter jarang saya dapatkan dan dengar sebelumnya, nah disitulah saya merasa bahwa bahasa Inggris saya terimprove dengan membaca di Twitter).*

(Student 7, 12/06/22)

“The advantage is that you can worry less when participating in activities that speak English, such as English camp and so on.” *(keuntungannya itu kak bisa kurang kekhawatiranku ketika berpartisipasi dalam kegiatan yang berbahasa inggris kak seperti english camp dan sebagainya).*

The students can read a lot on Twitter in English and the student is not worried when participating in English language activities such as English camp and other similar events.

b) Disadvantages

(Student 3, 11/06/22)

“For me, bro, it's more of the network and quota, which is a disadvantage in learning to read using Twitter.” *(kalau saya sih kak lebih ke jaringan dan kuota saja yang menjadi kerugian dalam belajar reading menggunakan Twitter).*

(Student 4, 11/06/22)

“Of course, there is, sis, but even though there is, I still learn reading skills on social media because the only downsides are those like being reprimanded by my parents, running out of quota, and being lazy in activities due to being addicted to social media.” *(tentunya ada kak tapi walaupun ada saya tetap saja belajar reading dalam media sosial karena kerugiannya itu palingan cuman yang seperti ditegur orang tua, kehabisan kuota, dan menjadi malas dalam beraktifitas karena menjadi kecanduan dalam media sosial).*

The students are aware that their reading skills have been improved by frequently reading on Twitter so that they become comfortable and confident when they gather in the English community, even though frequently learning English using social media can drain a lot of quotas.

c. Students opinion about interest to use social media in English learning, especially in receptive skills

1) Listening skill

(Student 1, 11/06/22)

“Very interested because we can hear directly from native speakers without having to meet the person in directly.” *(Sangat tertarik karena kita bisa mendengar langsung dari native speaker tanpa harus bertemu langsung dengan orangnya).*

(Student 3, 11/06/22)

“What makes me interested, Sis, is because learning to listen using social media is more varied, there are many content creators that we can follow the tips for and it's also fun while learn English without using social media, Sis, I think it's too boring for me, especially just Listening to

the audios from the lecturers is very monotonous in my opinion, so we lack enthusiasm for learning.” (*yang membuat saya tertarik kak karena belajar listening menggunakan media sosial itu kak lebih bervariasi, banyak konten creator yang bisa kami ikuti tips-tips nya dan juga menyenangkan sedangkan belajar bahasa Inggris tanpa menggunakan media sosial itu kak menurut saya itu terlalu membuat saya cepat bosan apalagi hanya mendengarkan audio-audio dari dosen itu sangatlah monoton menurut saya jadi kurang semangat kita untuk belajar*).

(Student 9, 14/06/22)

“Actually, I'm not interested, Sis, I prefer to study directly with the lecturer in class instead of using social media because I can directly ask the teacher.” (*Sebenarnya kurang tertarik kak, saya lebih suka kalau belajar langsung dengan dosen di kelas daripada menggunakan media sosial karena bisa langsung bertanya gurunya*).

Using social media in learning English is very interesting because students can hear directly from native speakers and many content creators, but there are also those who are less interested in learning to use social media because learning directly in class can make them ask questions directly to the lecturer.

## 2) Reading skill

(Student 5, 12/06/22)

“What makes me interested, sis, is because there are many intermediate languages that I get from reading the captions of foreign artists and I can also use social media to learn anytime and anywhere, basically, it has a lot of positive impacts, Sis.” (*Yang membuat saya tertarik kak karena banyak bahasa yang sudah intermediate yang saya dapatkan dari membaca captions artis luar negeri dan juga saya bisa menggunakan media sosial untuk belajar kapan dan dimana saja, intinya banyak dampak positifnya kak*).

(Student 6, 11/06/22)

“I am interested in using social media to learn reading because it is simpler and there are many interesting and fun learning materials that we can access on social media.” (*Saya tertarik menggunakan media sosial untuk belajar reading karena lebih simple dan ada banyak materi pembelajaran yang menarik dan menyenangkan yang dapat kita akses di media sosial*).

(Student 3, 11/06/22)

“Because a lot of people have asked me, sis, that if we want to improve our English language, we have to deal directly with English itself. Well, on social media, we can directly learn from native speakers without meeting. This is what makes me interested. learn to use social media, sis, if we can make new friends from foreign countries.” (*Karena kan banyak yang tanya saya kak bahwa kalau memang kita mau improve our English language kita itu kita harus berhadapan langsung sama bahasa Inggris itu sendiri nah, kalau di media sosial kan kita bisa langsung belajar dari native speaker nya tanpa bertemu nah inilah yang membuat saya tertarik*).

*belajar menggunakan media sosial kak apalagi kita bisa mendapatkan teman-teman baru dari mancanegara).*

The students are interested in using social media for English learning since there are several suggestions and resources that we may chose for them, and they also make a lot of new international acquaintances.

d. Students opinion about the difference between English learning using social media and other media, especially in receptive skills

(Student 3, 11/06/22)

*"In my opinion is very different because learning to use social media is much more fun, simple, and easy to understand, while learning to use other media is still monotonous, sis." (Kalau menurut saya kak jelas sangat berbeda karena belajar menggunakan media sosial itu jauh lebih menyenangkan, simple dan mudah di mengerti sedangkan belajar menggunakan media lain itu masih monoton kak).*

(Student 4, 11/06/22)

*"The difference is that if we learn English on social media, it is very broad and we can get a lot and can also be anytime and anywhere, while with other media such as tutoring or in lecture classes, the time is limited, sis, especially the books provided usually make us getting dizzy." (Perbedaannya itu kak kalau belajar bahasa Inggris di media sosial sangat luas dan banyak yang bisa kita dapatkan dan juga bisa kapan dan dimana saja sedangkan dengan media lain seperti les ataupun di dalam kelas perkuliahan pasti waktunya terbatas kak apalagi buku-buku yang disediakan biasanya justru membuat kita semakin pusing kak).*

(Student 6, 11/06/2)

*"If using social media, we can learn English anytime and anywhere and also we can choose interesting methods while other media such as tutoring, we only study according to the specified schedule, and even then, we do not necessarily learn effectively." (Jika menggunakan media sosial kita bisa belajar bahasa inggris kapan dan dimana saja dan juga kita bisa memilih metode yang menarik sedangkan media lainnya seperti misalnya les, kita hanya belajar sesuai dengan jadwal yang ditentukan dan itupun belum tentu kita belajar dengan efektif).*

(Student 8, 18/06/2)

*"The difference, sis, is that the costs incurred are not as much as if you study with other media, for example, if you are taking courses, but you don't take sides on this social media because I think there are advantages and disadvantages to each, so I think it's 50% 50% for me." (Perbedaannya kak kalau biaya yang di keluarkan tidak sebanyak kalau belajarki dengan media lainnya misal kalau kursus tetapi kak tidak berpihakka di media sosial ini karena menurutku ada kelebihan dan kekurangannya masing-masing jadi menurutku 50% 50% ji kak).*

(Student 10, 18/06/2)

"I learn English using social media is fun and more relaxed but we also need lessons with other media such as reading books and studying in class." (*Saya pribadi belajar bahasa Inggris menggunakan media sosial memang menyenangkan dan lebih santai tapi tetapi kita juga membutuhkan pelajaran dengan media lainnya seperti membaca buku dan belajar di dalam kelas*).

Learning English through social media is very widespread, accessible to many people, and available anytime and anywhere, in contrast to other media like tutoring or lecture classes, where time is undoubtedly constrained and students are still forced to read books that quickly get boring.

## DISCUSSIONS

Another crucial element is that students in this poll agree that social media's characteristics encourage them to practice their English outside of the classroom. The study's conclusions highlight the benefits of using social media for supplemental informal language learning to traditional English training. Informal learning is characterized as the ongoing process through which each gain and builds upon information and abilities via daily interaction with and exposure to the environment (Combs & Ahmed, 1974; as cited in Mohamed Al- Sabaawi & Dahlan, 2018). Students can control their learning outside of the classroom using social media. By doing this, the students would be able to apply the concepts they learn in class (Ahmed, 2020). Because social media does not offer a suitable environment for formal language instruction and learning, Mubarak (2016) further argued that the classroom setting is still the best for learning English. He thus suggested that educators include social media in their lesson ideas. Therefore, using social media as a learning tool could aid EFL students in practicing their English outside of the classroom (Omar et al., 2012).

This study looks into how students feel about using social media to improve their English, particularly their receptive skills. According to this report, students utilize social media more frequently. It's become part of their everyday routine for them, especially during this pandemic. This is corroborated by (Altam, 2020), which asserts that students spend more time on social media when they are kept at home and have more free time during the pandemic. Students also have a positive perception of social media's role in English language acquisition. Twitter, Instagram, and Youtube are among the most widely used social media platforms for learning

English in receptive skills, in their opinion. These apps were chosen because, thanks to their widespread use, they have access to an infinite supply of English input.

This perspective is consistent with what other studies have shown (Zam-Zam Al Arif, 2019; Sharma, 2019; Aloraini & Cardoso, 2018), which state that social media exposes students to English and allows them to continue to hone their language skills.

Students' exposure to English on social media occurs in an atmosphere where they can connect with native English speakers, read news or English lessons given by others, and watch English videos. They can practice their language in a meaningful way, which can help their language development. Language exposure is one of the elements that define successful language teaching and acquisition, claims (Kozhevnikova, 2019). English is taught exclusively in English at schools in Indonesia, where it is regarded as a foreign language. As a result, they do not regularly speak English (Lauder, 2008). As a result, there isn't much of the target language being spoken, leaving just their teacher as a source of spoken language. Thus, since social media has become more widespread, students are using it more frequently to learn and acquire the target language.

The results of the interview with the students in this study also show that they feel at ease and unhurried when learning English on social media. Students can access English content on social media in a variety of formats, including text, music, movies, and even talk shows. Any gadget can be used to access these varied contents. Due to this, social media is incredibly flexible and may be used by people with many needs, abilities, and preferences (Anwas, et al., 2020). Additionally, because social media facilitates virtual engagement and offers joyful experiences, it lowers students' anxiety (Makodamayanti, et al., 2020). As a result, students have the confidence to practice and learn English anywhere and at any time.

Another crucial element is that students in this poll agree that social media's characteristics encourage them to practice their English outside of the classroom. The study's conclusions highlight the benefits of using social media for supplemental informal language learning to traditional English training. Informal learning is characterized as the ongoing process through which each gain and builds upon information and abilities via daily interaction with and exposure to the environment (Combs & Ahmed, 1974; as cited in Mohmed Al- Sabaawi & Dahlan, 2018). Students can control their learning outside of the classroom using social media. By doing this, the students would be able to apply the concepts they learn in class (Ahmed, 2020). Because social media does not offer a suitable environment for formal language

instruction and learning, Mubarak (2016) further argued that the classroom setting is still the best for learning English. He thus suggested that educators include social media in their lesson ideas. Therefore, using social media as a learning tool could aid EFL students in practicing their English outside of the classroom (Omar et al., 2012).

Social media also have disadvantages that students faced in this study. Students have problems related to internet connection and privacy concerns. Jalal (2012) stated that privacy concerns have become the most concerning thing while students use social media because they still do not know what their individual" information is used for. Hence, the teachers are expected to be well- informed on how to share the data of students on social media. As students still believe that social media is promising to help them learn English, teachers may still use social media in their classroom, but they should keep an eye on the disadvantages and come up with strategies of minimizing them. As a result, the use of social media can support students to develop and improve their English.

## CONCLUSIONS

It can be concluded that most students consider social media to be an endless source of English knowledge that enables them to maintain improving their language skills, especially receptive skills. Additionally, since there are numerous options for students to learn English on social media, they can select the English content they enjoy and discover things that are not covered by their lecturers in class. Students feel comfortable and eager to learn English outside of school because of the situation, which provides a stress-free language environment for them. Students also listed their drawbacks, which included improper content and poor internet connections.

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