EFL SECONDARY SCHOOL STUDENTS' PERCEPTION OF USING SOCIAL MEDIA AS MEDIA FOR ENGLISH LANGUAGE LEARNING

A Thesis

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that my thesis entitled "EFL Secondary School Students' Perception os Using Social Media as Media for English Language Learning" does not contain the work or parts of the work of other people, expect those cited in quotations and references, as a scientific paper should.

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MOTTO

Keep dreaming, never give up, do whatever makes you happy, believe that Allah never sleeps and always makes things easy.

DEDICATION

I dedicate my thesis to my beloved parents, Mr. Badrul Munir and Mrs. Lasty Saniah who always guided, supported and prayed for me during the thesis writing process. I also dedicate it to my beloved sister, Hafia Elsani Bunga Saba, who always gives me encouragement. Lastly, I dedicate this thesis to myself because I have succeeded in completing this article with the best results, overcoming all obstacles, and persevering until the end to finish it.

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EFL SECONDARY SCHOOL STUDENTS' PERCEPTION OF USING SOCIAL MEDIA AS MEDIA FOR ENGLISH LANGUAGE LEARNING

ABSTRACT

Social media has been massively used for learning English autonomously in EFL context. However, there are still limited studies focusing on the learners' perception. Thus, this study aims to identify secondary school students' perception on the use of social media for English Language Learning. A survey was conducted by distributing a questionnaire to assess the use of YouTube, Instagram and TikTok to 130 high school students. The questionnaire used adapted from Aloraini & Cardoso (2022) and consist of two section: perceived usefulness and affective feeling of social media usage and language purposes of social media usage. The results of the first section show that most respondents confirmed that YouTube is the easiest application to use with the highest mean result of 5.62 and the standard deviation of .781. In addition, the majority of respondents also confirmed that TikTok is not a friendly learning environment because the results obtained only had a mean of 3.87 and a standard deviation of 1.507, making it the one that got the lowest mean in the first section. In the second section, the results show that the majority of respondents most frequently use Instagram for reading, which can be seen from the lowest mean of 2.12 and the standard deviation of 1.324. Respondents also confirmed that YouTube is a platform that is least frequently used for writing with a high mean result of 4.58 and a standard deviation of 1.402. However, the nature of most respondents who tend to be passive instead of active users of social media presented a gap of the practice of language learning itself. Therefore, guidance from teachers is needed to be able to combine the use of social media for English language learning into the another media and which is supported by great instructional design.

Keywords: Social Media, English Language Learning, Secondary School

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Social media is one of the most popular platforms and is often used by many people to get information to make it easier to communicate online (Al-Arif, 2019). Apart from being an online communication tool, as stated by Ariantini et al. (2021) that the use of social media in language learning includes understanding of grammar, practicing students' pronunciation and spelling, and increasing students' motivation to learn English. Dhanya (2016) added that social media facilitates its users in learning English, such as practicing online conversations, and practicing the target language without the help of a teacher.

The important influence of social media in English learning is not only in improving vocabulary comprehension, social media also has an important role in the four language skills, namely reading, listening, writing and speaking (Yadav, 2021). Applications that commonly can be utilized to learn English are such as YouTube, Instagram, or TikTok. Besides, students can also use various types of applications available to improve their English speaking skills. Referring to this, the current research aims to examine the benefits of using social media in learning English by examining different participants and different locations.

Based on the preliminary online survey hat was conducted by the researcher on March 2023 to 361 students, 74% of the data obtained explained that they chose three social media platforms that helped them learn English and improve their

English language skills. The results of the survey showed that YouTube, Instagram, and TikTok are the three most used applications for English learners. Pratiwi et al (2021) explained that TikTok is a very popular video-shaped platform among young people. In addition, Putri (2022) also mentioned that Instagram is very influential in learning English through the captions uploaded by each user. Furthermore, Alwehaibi (2015) supported it by saying that YouTube is a platform that has the best potential for learning English through videos.

After figuring out the types of most used social media platforms among EFL learners, it is also important to discover about how they are usually used. Scholars have previously discussed the use of social media in language learning, such as Anwas et al. (2020) who investigated the correlation between the senior high school students' intensity in accessing an English content on social media and their English language skills; Bowo et al. (2021) who analized the media selection to facilitate e-learning and student perceptions in using e-learning as an assessment tool; and Khan (2016) who discussed about the role of social media in the development of English vocabulary. However, there were only a few of them who specifically discussed about the use of social media for EFL learning in senior highschool context with a preliminary survey as a starting data.

Preliminary survey is very important, because it is to identify the types of social media that are often used by students for learning English, where the results will be used for survey data. The researcher conducted a preliminary survey before collecting data. This preliminary survey was carried out by distributing the Google Form link on social media which was distributed generally to students from

elementary school to university level. This preliminary survey data was collected for three days and received 361 respondents. Based on the results obtained in the preliminary survey, 74% of 361 respondents chose three social media that could help them in learning English and improving their English language skills. The survey results stated that YouTube, Instagram, and TikTok were the three social media they most often used for learning English. Therefore, this study aims to identify EFL secondary school students' perceptions of using social media for learning English, and will focus on the utilization of YouTube, TikTok and Instagram by adapting questionnaire from Aloraini & Cardoso's (2020).

1.2 Identification of the problem

Problems related to the use of social media in learning English are the use of social media in large classes, lack of training to use the internet, and lack of existing facilities (Anwas et al. 2020). Bowo et al. (2021) also mentioned that an unstable connection can be a problem when opening a platform that shares videos and streams on its site. Apart from unstable connections, Aloraini & Cardoso (2020) also stated that several technical problems such as running out of battery or problems with the internet connection were the most frequent problems. In addition, Yadav (2021) also said that there is still a lack of English teachers in remote areas which is an initial problem for the use of social media in English language learning. However, there were only a few of them who specifically discussed about the use of social media for EFL learning in senior highschool context with a preliminary

survey as a starting data. Therefore, it is very important to conduct an investigation on students' use of social media in learning English.

1.3 Formulation of the problem

The problem can be formulated as follows: what is the perception of EFL students towards the use of social media in learning English?

1.4 Objective of the study

The aims of this study, as determined by the formulation of the problem, are as follows: To identify EFL students' perceptions of the use of social media in learning English

1.5 Significance of the study

The results of this research are intended to contribute to students realizing that the use of social media can be used in learning English. Apart from that, it is also hoped that the results of this research can provide insight for teachers and schools to be able to improve learning systems and combine them with technological developments. In particular, this research can help increase teachers' understanding of the use of social media as a medium for learning English by using good instructional design.

CHAPTER II

LITERATURE REVIEW

2.2 Social Media for Foreign Language Learning

Technology has an integration with the use used by teachers and students of knowledge about tools, resources and techniques to improve learning (Smaldino et al., 2019). Keengwe et al., (2011) also stated that technology integration can increase student learning engagement, motivation, and ability to work individually or in teams. In addition, Gunuc (2017) also stated that the integration of technology in education has the benefit of providing development of individual motivation and supporting various student learning styles. Also supported by the statement from Marek (2014) that choosing appropriate technology can achieve good instructional design. Learning English through social media is one of example of the implementation of instructional technology.

Social media is a collection of internet applications that can create various kinds of content in this world. There are so many types of social media including Facebook, Twitter, Instagram, YouTube, etc. Lots of people use social media because all of them can be registered for free (Al Arif, 2019). Furthermore, Mondahl & Razmerita, (2014) also explains that social media is a social networking site that has various influences, such as facilitating communication, giving and receiving information, and expanding reach. Media in the form of audio or video is constantly evolving and offering new opportunities for teaching, learning, and assessment. In addition, social media has easy access so it can be used anytime and

anywhere. Based on the findings obtained, many students think that using social media can improve their skills in learning foreign languages and social media really supports students in learning language (Malik & Asnur, 2019). As stated by Agusintadewi et al. (2021) that the use of social media as a learning medium is the choice of most millennial students, because social media is often used by millennial students in their daily lives. In addition, according to Gulzar et al. (2021) the use of social media in academic matters can increase student ideas and creativity. Especially with the exchange of knowledge and networking through social media which can increase individual creativity and innovation.

Based on the preliminary survey obtained, 74% of the 361 respondents chose three social media that can help in learning English and improving English skills. The results of the survey are YouTube, Instagram, and TikTok. The three social media are platforms in the form of video and audio which are the most popular and most widely used for learning English.

TikTok is a social media network in the form of videos and is very popular among young people (Pratiwi et al., 2021). Herlisya & Wiratno (2021) also argue that TikTok has advantages, particularly for practicing speaking English. Users can build their confidence by practicing posting videos that are visible to all, and the "like" feature can encourage them to publish more videos. In addition, Novitasari & Addinna (2022) identified that TikTok can help improve listening skills from videos made by native English speakers and TikTok can also improve speaking skills through dialogue in conversation videos provided and can help students acquire new vocabulary.

According to Putri (2022), the use of Instagram greatly affects students' vocabulary comprehension, from the samples obtained the use of Instagram can add to their vocabulary which is obtained through captions as well as uploads in the form of photos or videos. In addition, it is also supported by research results Agustin & Ayu (2021) which states that Instagram affects students' English learning in terms of vocabulary comprehension, and Instagram also affects listening skills.

Alwehaibi (2015) has identified that YouTube is a social media platform that has great potential for language learning and is very conducive to starting writing assignments and discussing. YouTube can help improve reading, listening skills and can add vocabulary understanding. In addition, YouTube can also help present authentic written texts and materials, and can present a unique cultural dimension to the spoken word. In fact, apart from academic contexts, YouTube can also increase vocabulary knowledge and slang accents in real life.

Although there are many positive things about using social media for learning English, social media also has a negative impact on its use. For example, some students feel self-conscious when using social media because they are too free and too open to use social media. In addition, some students voiced their concern about the grammatical and spelling errors that often occur in social media posts. Even though social media looks very effective, if social media is implemented in L2 education then social media must have a good effect on its use. For example, students had negative sentiments about Twitter's character limit which is now set to 280. Students also said they were worried when they tried to follow their friends'

posts or were easily distracted by additional features such as instant messaging (Aloraini & Cardoso, 2020).

2.2 Previous Study

There have been numerous studies on the use of social media in English language learning, including Anwas et al., (2020) investigated the correlation between the senior high school students' intensity in accessing an English content on social media and their English language skills in high school in Jakarta, Indonesia. This study used a questionnaire, and took a sample of 185 students. The results obtained show that the intensity of using social media in learning English is very significant and positively related. Specifically the use of social media is very significantly positively related to the aspects of writing, speaking, reading and listening to each student.

Bowo et al., (2021) also conducted research on preferred media to facilitate e-learning and student perceptions of using e-learning as an assessment tool. Data collection used a questionnaire on 123 students from two universities in Central Java, Indonesia. The results show that the preferred media is YouTube, these results were obtained because the researchers gave two choices, namely between Whatsapp and YouTube. 64% of the population agree that e-learning using YouTube is better than face-to-face learning.

In addition, Khan (2016) also conducted research on the role of social media in the development of English vocabulary at the university level in Khyber Pakhtunkhwa. The data collection is descriptive in nature, the sample of this study

is 36 teachers who are teaching English and using a questionnaire as an instrument. The results show that social media has a very important role in the development of English vocabulary and in this study also reveals that the use of social media is easier for young university level students compared to books, or other text materials.

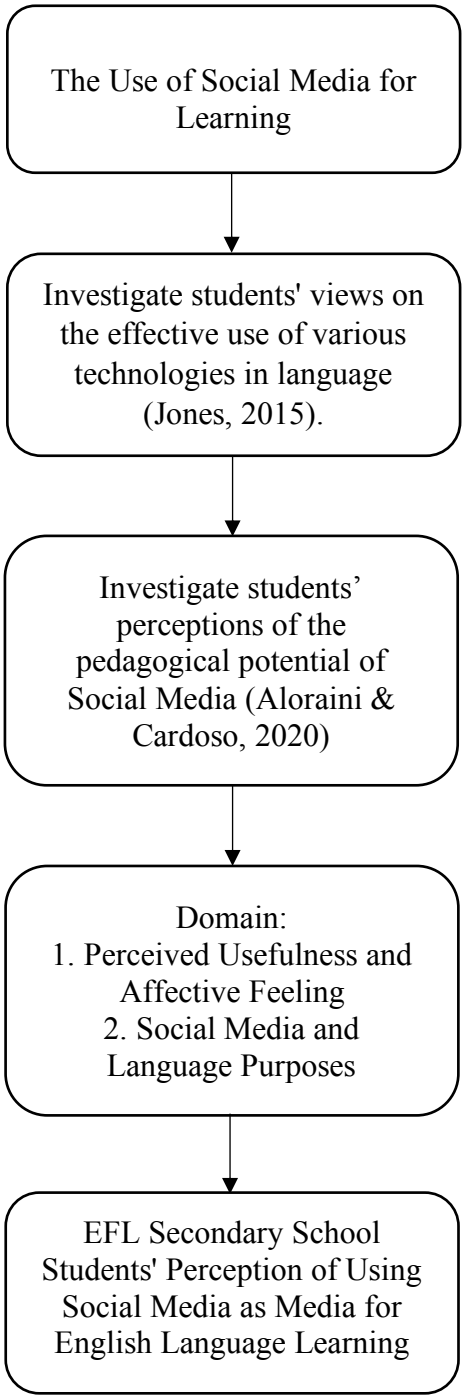
In research conducted by Li (2017), he researched Social Media in English Language Teaching and Learning. Data collection used a questionnaire of 122 students who used social media to learn English, consisting of 72 girls and 50 boys. The results show that the most popular social media used are YouTube, Facebook, and WhatsApp.

2.3 The Flow of the Theory

In this research uses two domains, namely Perceived Usefulness and Affective Feeling & Social Media and Language Purposes. Aloraini & Cardoso (2020) adapted their domain from research conducted by Jones (2015) which used the same instrument and investigated students' views on the effective use of various technologies in language. The domain used in Jones's (2015) research uses Types of social media relevant to language learning and Use of different types of social media by the participants.

The theoretical framework used in this research is depicted in the following diagram.

Figure 2.1 Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The current study is a quantitative study using survey as a research design. According to Creswell (2012), a survey study is defined as a procedure conducted in quantitative research that aims to obtain an overview of the behaviors, attitudes, opinions, or characteristics of the sample of participants involved. Then, as stated by Bowling & Ebrahim (2005) surveys are a method that can make it easier to collect information from samples of interest. The purpose of this research is to identify EFL secondary school students' perception of the use of social media in learning English by using a survey study as a research design.

3.2. Population and Sample

The population of this research are the students at public secondary school, Students who have the same first language, have studied English for approximately 3 years, and actively use social media. Public secondary school students consist of 4 classes.

Table 3.1 Population Specifications

Grade	Total
X D	35 students
X E	34 students
X F	34 students

X G	35 students
Overall **138 students**	

Based on permission from the school, they recommended the researchers to collect data in grade X. Because only four classes from grade X were available to be respondents for the researcher. In this study, convenience sampling was used to make it easier for researchers to obtain information on the population used as research samples. As stated by Stratton (2021) that Convenience sampling is a form of non-probability sampling commonly used for populations that have various forms of bias and allows for statistical assessment of sampling error or statistical validity. Sampling is very useful for generating potential hypotheses or research objectives. Using the convenience sampling method, researchers obtained primary data collected directly from related sources. This primary data is specific and adapts to research needs. Such is its effectiveness and convenience, this convenience sampling method is also applied in this study.

The sample for this study is the entire population of class students enrolled in the school. The number of samples is calculated by using Slovin's formula shown as followed:

$$n = \frac{N}{1+Ne^2}$$

Explanation:

n = Number of sample

N = Population

e = Error rate (5% = 0.05)

Thus, for the calculation of the sample described as follows:

$$n = \frac{138}{1 + (138.0.05^2)}$$

$$n = \frac{138}{1.345)}$$

$$n = 102$$

Based on each calculation using the formula including the Slovin formula, the number of samples is 102, and the error rate used is 5%. This is because in every study it is impossible to achieve 100% perfect results.

3.3 Data Collection Techniques

3.3.1 Instrument

The instrument in this research used a questionnaire adapted from Aloraini & Cardoso (2020). Since the sample had various levels of English proficiency, the researcher decided to translate the original questionnaire into Bahasa Indonesia. This questionnaire consists of 17 items that was divided into 2 parts. The first part was Perceived Usefulness and Affective Feelings with 11 items, this part uses a Six Likert scale with a range (1= completely disagree, 2= disagree, 3= somehow disagree, 4= somehow agree, 5= agree, 6= completely agree). The second part was Social Media and Language Purposes with 6 items, this part uses a Six Likert scale

with a range (1= always, 2= usually, 3= sometimes, 4= occasionally 5= rarely, 6= never). The set of questionnaires was repeated 3 times according to the type of social media being analyzed, namely YouTube, Instagram and TikTok. Data collection uses a questionnaire on Google Form to obtain data from participants. Researchers used quantitative research methods and survey studies to identify EFL secondary school students' perception of the use of social media as media for learning English.

Table 3.2 Distribution of Questionnaire Items

Categories	Item Number	Number of Items
Perceived usefulness and affective feelings and social media and language purposes (YouTube)	1,2,3,4,5,6,7,8,9,10,11,12,13, 14,15,16,17	17
Perceived usefulness and affective feelings and social media and language purposes (Instagram)	18,19,20,21,22,23,24,25,26,2 7,28,29,30,31,32,33,34	17
Perceived usefulness and affective feelings and social media and language purposes (TikTok)	35,36,37,38,39,40,41,42,43,4 4,45,46,47,48,49,50,51	17

3.3.2 Validity and Reliability

In quantitative research, Validity is the extent to which the interpretations of the results of a test are warranted, which depends on the particular use the test is intended to serve (Kimberlin & Winterstein, 2008). In a study, validity is an important part that must be considered in choosing a suitable instrument. This section also explains that the social media use instrument used is in accordance with the research objectives. In this study, researchers used a social media usage questionnaire adapted from Aloraini & Cardoso (2020) which was validated using

content validity. In this research, the researcher used a consultation process and questionnaire adaptation process from the original to the version used and was supervised by the thesis supervisor. Using content validation is useful in viewing these tasks or items by considering them as definitions of achievement that will be measured through tests (Sireci, 1998).

The reliability value is not included in Aloraini & Cardoso (2020) and will be measured after data collection is completed. Then, after collecting the data, the researcher calculated the reliability score of this instrument, the result can be seen in Table 3.1.

Table 3.1 Realibility Results of the Present Study

Item	Cronbach's Alpha	N of Items
Perceived Usefulness and Affective Feelings of YouTube usage	.914	11
Social Media and Language Purposes of YouTube usage	.718	6
Perceived Usefulness and Affective Feelings of Instagram usage	.939	11
Social Media and Language Purposes of Instagram usage	.864	6
Perceived Usefulness and Affective Feelings of TikTok usage	.955	11
Social Media and Language Purposes of TikTok usage	.904	6

According to Taber (2018) when Cronbach's Alpha value above .71, then the questionnaire can be considered as good and the researcher can conclude that the questionnaire with Cronbach Alpha values .71 is reliable and consistent.

3.3.3 Data Collection Procedure

In this study, researchers collected data using several steps as follows:

1. Translate the questionnaire

   The researchers first translated the questionnaire from English to Indonesian to make it easier for respondents to fill out the survey. After the questionnaire was translated, the researcher asked for approval from the supervisor.

2. Ask for permission

   To conduct this research, researchers must apply for permission from the relevant parties. Before collecting data, the researcher submitted a research permit letter from the study program addressed to the Ministry of Religion of Yogyakarta City to obtain a letter of recommendation to conduct research at a school. After receiving a letter of recommendation for conducting the research, the researcher then submitted a letter of recommendation for conducting the research and a research permit letter from the study program to the school as a place for research.

3. Distribution of respondents

   The researcher wanted to conduct research in 10 classes at the school, but the school only allowed researchers to conduct research in four classes for certain reasons.

4. Distribution of questionnaires

After receiving permission to conduct research in four 10th grade classes at the school, then the researcher enters each class to collect data. Before distributing the questionnaire to the participants, the researcher first explained the questionnaire that would be distributed and asked for consent from the participants to help fill in the questionnaire.

5. Monitoring the filling out of the questionnaire

The researcher monitors the responses, fills them in, and the researcher reminds again to ensure the required number of participants has been obtained.

3.4 Data Analysis Technique

The computational calculation program used SPSS Statistics 25 to find out the results, frequency, mean, standard deviation of variables and percentages. After that, the results are presented using graphical descriptions and a combination of tables to obtain a simplified summary inte rpretation of complex quantitative data. Based on descriptive statistical analysis using SPSS, researchers will find the most highest used and lowest used of social media in each items. The researchers will also look for the most and least frequent of social media in each item.

CHAPTER IV

FINDINGS AND DISCUSSION

These findings are the result of distributing questionnaires filled out by students in four tenth grade public secondary school in Yogyakarta. Below the explanation of the findings will refer to the division of domains and the types of social media will be explained. In it there will be an explanation of Perceived Usefulness and Affective Feelings of YouTube, Instagram, and TikTok. And then the second is about Social Media and Language Purposes when using YouTube, Instagram and TikTok.

4.1 Findings

4.1.1 Perceived Usefulness and Affective Feelings

The first section of the questionnaire is about the perceived usefulness and affective feeling of using YouTube, Instagram and TikTok to learn English. 130 participants have responded to all of the questions in each section completely. Data for the first section are presented in the tables below.

Table 4.1 Perceived Usefulness and Affective Feelings of YouTube usage

No	Item	Mean	Std. Deviation
11	YouTube is easy to use.	5.62	.781
2	YouTube is a good platform to learn English.	5.2	.952
1	YouTube is a good social media application for learning.	5.2	.927

10	I feel comfortable when I use YouTube for learning.	4.79	1.062
7	I would enjoy using YouTube to learn the English language.	4.78	1.228
9	Learning English through YouTube is effective/helpful.	4.75	1.02
8	YouTube is a friendly learning environment.	4.71	1.164
6	Using YouTube will make me more motivated to learn English.	4.67	1.222
3	. I learn English When I use YouTube.	4.59	1.179
5	I would like to use YouTube to complement what I do In the classroom.	4.58	1.147
4	YouTube has all the features I need to learn English.	4.27	1.048

From the table above, it can be seen that the majority of the respondents perceive YouTube as a platform that is easy to use. Yet, it still does not provide enough features to learn English. Therefore, the item 'YouTube is easy to use' obtained the highest score with mean of 5.62 and standard deviation of .781. Besides, the lowest score is 'YouTube has all the features I need to learn English' with a mean of 4.27 and a standard deviation of 1.048. Besides YouTube, researchers also distributed questionnaires to see the participants' perceptions of using Instagram for EFL learning. The result of how respondents perceived the usefulness and affective feelings of Instagram is presented below.

Table 4.2 Perceived Usefulness and Affective Feelings of Instagram usage

No	**Item**	**Mean**	**Std. Deviation**

11	Instagram is easy to use.	5.41	1.009
6	Using Instagram will make me more motivated to learn English.	4.42	1.424
2	Instagram is a good platform to learn English.	4.38	1.235
7	I would enjoy using Instagram to learn the English language.	4.36	1.324
3	I learn English When I use Instagram.	4.32	1.312
10	I feel comfortable when I use Instagram for learning.	4.24	1.357
1	Instagram is a good social media application for learning.	4.22	1.278
9	Learning English through Instagram is effective/helpful.	4.17	1.307
5	I would like to use Instagram to complement what I do In the classroom.	4.16	1.25
4	Instagram has all the features I need to learn English.	3.98	1.303
8	Instagram is a friendly learning environment.	3.98	1.389

As what has been described previously, most of the respondents also perceive Instagram as a platform that is easy to use. It is proven with the high mean of item number 11 ‘Instagram is easy to use’ which is 5.41, with standard deviation 1.009. However, less respondents perceived that Instagram is a friendly learning environment that can provide enough features for learning English. The data show that item number 4 ‘Instagram has all the features I need to learn English’

and item number 8 ‘Instagram is a friendly learning environment’ obtained the lowest mean which is 3.98 and standard deviation 1.303 and 1.389.

The last social media that was researched was TikTok. The following is a table regarding TikTok usage:

Table 4.3 Perceived Usefulness and Affective Feelings of TikTok usage

No	Item	Mean	Std. Deviation
11	TikTok is easy to use.	5.07	1.388
1	TikTok is a good social media application for learning.	4.49	1.365
2	TikTok is a good platform to learn English.	4.46	1.421
3	I learn English When I use TikTok.	4.28	1.49
6	Using TikTok will make me more motivated to learn English.	4.26	1.46
7	I would enjoy using TikTok to learn the English language.	4.26	1.518
10	I feel comfortable when I use TikTok for learning.	4.19	1.431
9	Learning English through TikTok is effective/helpful.	4.18	1.406
5	I would like to use TikTok to complement what I do In the classroom.	4.15	1.453
4	TikTok has all the features I need to learn English.	4.07	1.319
8	TikTok is a friendly learning environment.	3.87	1.507

For this third platform, TikTok also received the same response as the two previous platforms. Respondents perceived that TikTok is easy to use. It is proven

by the high mean of item number 11 ‘TikTok is easy to use’ which is 5.07 with standard deviation 1.388. The lowest result is also the same as Instagram with item number 8 'TikTok is a friendly learning environment'. However, TikTok only has one item which has the lowest mean, which is 3.87 and a standard deviation of 1.507.

Among all the items in the first section involving YouTube, Instagram and TikTok, the item with the highest mean is ‘YouTube is easy to use’ (mean 5.62; standard deviation .781). On the contrary, one item with the lowest score is ‘TikTok is a friendly learning environment’ (mean 3.87; standard deviation 1.507).

4.1.2. Social Media and Language Purposes

In the second section of the questionnaire, respondents were asked to rate their frequency in using social media for language purposes. Similar to the previous section, the social media discussed here are YouTube, Instagram and TikTok. 130 respondents rated how often they use social media for specific language purposes by using scale ranging from (1) always to (6) never. This means that the lower the resulting mean, the more frequent the use of social media in question. Here is the first table:

Table 4.4 Social Media and Language Purposes of YouTube usage

No	Item	Mean	Std. Deviation
6	How often do you listen on YouTube?	2.13	1.254
5	How often do you read YouTube?	3.17	1.521
2	How often do you use YouTube to communicate in English?	3.42	1.477

1	How often do you use YouTube to communicate with friends and family?	3.74	1.444
4	How often do you speak on YouTube?	4.28	1.475
3	How often do you write on YouTube?	4.58	1.402

From the table above, the majority of respondents indicated that YouTube is the platform they often use for listening. It can be seen from the lowest mean obtained item number 6 'How often do you listen to YouTube?' with a mean of 2.13 and a standard deviation of 1.254, which means that the majority of the students most frequently used YouTube for listening. It can also be seen that YouTube obtained the highest mean for item number 3 'How often do you write on YouTube?' with a mean of 4.58 and a standard deviation of 1.402, which means that the majority of the students least frequently used YouTube for writing. Other from YouTube, researchers also distributed questionnaires to see their perceptions of Instagram use.

Table 4.5 Social Media and Language Purposes of Instagram usage

No	Item	Mean	Std. Deviation
5	How often do you read Instagram?	2.12	1.324
1	How often do you use Instagram to communicate with friends and family?	2.13	1.338
6	How often do you listen on Instagram?	2.31	1.441
3	How often do you write on Instagram?	2.6	1.28
4	How often do you speak on Instagram?	2.85	1.404
2	How often do you use Instagram to communicate in English?	2.92	1.356

Looking at the results above, the respondents' language learning purposes when using Instagram is different from YouTube. The lowest mean result is item number 6 'How often do you read Instagram?' with a mean of 2.12 and a standard deviation of 1.324, which means that the majority of the students most frequently used Instagram for reading. Instagram also has a different highest mean which is item number 2 'How often do you use Instagram to communicate in English?' with a mean of 2.92 and a standard deviation of 1.356, which means that the majority of the students most frequently used Instagram to communicate in English. Other from YouTube and Instagram, researchers also distributed questionnaires to see their perceptions of using TikTok.

Table 4.6 Social Media and Language Purposes of TikTok usage

No	Item	Mean	Std. Deviation
6	How often do you listen on TikTok?	2.36	1.642
5	How often do you read TikTok?	2.68	1.541
1	How often do you use TikTok to communicate with friends and family?	3.12	1.689
2	How often do you use TikTok to communicate in English?	3.23	1.568
4	How often do you speak on TikTok?	3.55	1.671
3	How often do you write on TikTok?	3.56	1.54

For respondents' language learning purposes, TikTok gets the same response as YouTube. It is proven with the low mean of item number 6 'How often do you listen to TikTok?' with a mean of 2.36 with standard deviation 1.642, which means that the majority of the students most frequently used TikTok for listening. The

highest mean is also the same as YouTube with item number 3 'How often do you write on TikTok?'. However, TikTok only has one item which has the highest mean, which is 3.56 and a standard deviation of 1.54, and means that the majority of the students most frequently used YouTube for writing.

Among the three social media, the one with the highest frequency is item number 6 'How often do you read Instagram?' with a mean of 2.12 and a standard deviation of 1.324. Then, the one with the lowest frequency is item number 3 'How often do you write on TikTok?' with a mean of 3.56 and a standard deviation of 1.54.

4.2 Discussion

From the overall results obtained, it can be seen that YouTube, Instagram, and TikTok are applications that are considered easy to use. As explained by Prayudha (2022), social media is easy to use because students feel that using it in learning is a positive thing and the use of social media is also very familiar in life. However, learning English as foreign languages should not only rely on the ease of using some particular means or devices. It also requires interacting with partners in real life. An example is the application of speaking skills in real life with the person you are talking to. Bashir et.,al (2011) explained that speaking requires practice to make it as natural as a real life conversation or it can be called interactive speaking. With interactive speaking, everyone has the opportunity to ask for clarification, repetition, or slower speech from the person we are talking to as learning material to improve their language skills. YouTube, Instagram and TikTok, despite their ease

of use, are not really able to facilitate interactive speaking practice because the participants in the context of this research are mostly passive users.

Nevertheless, even though social media is not entirely designed for language learning especially speaking, it can still be used to practice language skills. It can be seen from the findings that the majority of students often use YouTube and TikTok to listen and use Instagram to read. As stated by Ekawati (2022), YouTube has a positive impact on student performance, one of which is listening ability. Rahmawati et al., (2022) also stated that TikTok is an application that influences listening skills and as a medium that can be used in classroom learning. In the lowest results obtained, it turns out that the results from YouTube and TikTok also have similarities. These results state that YouTube and TikTok are never used by the majority of students to write and Instagram is never used to communicate in English. These results are also supported by the statement explained by Hardianti & Saosak (2022) that YouTube can increase focus, interest and help students understand the material. But YouTube is not used for writing, only to improve students' writing comprehension. Franciska et al., (2023) explained that TikTok has more of a function to be used as audiovisual learning compared to writing. Anwas et al., (2020) also explained that influential language skills are also influenced by the use of each social media, and one social media does not necessarily have four language skills.

Moreover, learning language skills should not only focus on receptive skills (reading and listening), but it should also focus on productive skills. Productive skills are very important because they can develop the receptive skills that learners

already have and can produce better language structures. It was also supported by Golkova & Hubackova (2014) who stated that productive skills will not exist without the support of receptive skills. Thus, these two types of skills are inseparable and should be integrated with one another. When learning a foreign language, receptive skills usually come first and must be followed by practical application of productive skills. One solution that can be proposed based on the data of this research is that participants can make more use of their social media to create content rather than just being passive viewers. An example is by talking on YouTube or TikTok content videos. Dewi (2023) also stated that speaking practice using TikTok can increase students' self-confidence because of the feedback given by the audience, namely with a like, which means that the audience likes the content. Apart from improving speaking skills, TikTok can also increase students' creativity.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In this study, two different discussions regarding the use of social media for EFL learning among secondary school students have been identified and discussed. This identification focuses on how students perceive its use and the purpose of the language they use, and the identification also focuses only on three types of social media, namely YouTube, Instagram, and TikTok.

The results of the identification show that the majority of respondents confirmed that YouTube, Instagram and TikTok are easy to use with a mean result above 5.00. However, most respondents when using social media tend to be passive rather than active, giving rise to gaps in language learning practices themselves. Respondents mostly used YouTube, Instagram and TikTok for listening and reading, and did not optimize the use of these applications for speaking and writing practice. The data results show that speaking and writing exercises get a mean below 2.40, which means these skills are the ones most frequently used.

5.2 Suggestion

In relevance with the findings of the study, there are two suggestions as follows:

1. The use of social media in learning English must be combined with various other media, such as the use of games or teamwork. With this

combination, it can create a way for students to have partners to talk or carry out productive skills and improve their English language skills.

2. Teachers must be able to combine the use of social media in learning English with other media so that social media can facilitate learning well. For future researchers, it is recommended to discuss topics that focus on how to combine various types of media in order to facilitate more experiences in learning English.

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APPENDICES

Appendix A

Part 1 of Survey: Perceived Usefulness and Affective Feelings - YouTube

Statement	Completely disagree	Disagree	Somehow disagree	Somehow agree	Agree	Completely agree
1. YouTube is a good social media application for learning.	1	2	3	4	5	6
2. YouTube is a good platform to learn English.	1	2	3	4	5	6
3. I learn English When I use YouTube.	1	2	3	4	5	6
4. YouTube has all the features I need to learn English.	1	2	3	4	5	6
5. I would like to use YouTube to complement what I do In the classroom.	1	2	3	4	5	6
6. Using YouTube will make me more motivated to learn English.	1	2	3	4	5	6
7. I would enjoy using YouTube to learn the English language.	1	2	3	4	5	6
8. YouTube is a friendly learning environment.	1	2	3	4	5	6

9. Learning English through YouTube is effective/helpful.	1	2	3	4	5	6
10. I feel comfortable when I use YouTube for learning.	1	2	3	4	5	6
11. YouTube is easy to use.	1	2	3	4	5	6

Appendix B

Part 2 of Survey: Social Media and Language Purposes - YouTube

Statement	Always	Usually	Sometimes	Occasionally	Rarely	Never
12. How often do you use YouTube to communicate with friends and family?	1	2	3	4	5	6
13. How often do you use YouTube to communicate in English?	1	2	3	4	5	6
14. How often do you write on YouTube?	1	2	3	4	5	6
15. How often do you speak on YouTube?	1	2	3	4	5	6
16. How often do you read YouTube?	1	2	3	4	5	6
17. How often do you listen on YouTube?	1	2	3	4	5	6