

Identifying Students' Experiences in using Social Media for English Learning

A Thesis



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RATIFICATION SHEET

**IDENTIFYING STUDENTS' EXPERIENCES IN USING SOCIAL MEDIA
FOR ENGLISH LEARNING**

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STATEMENT OF WORK'S ORIGINALITY

I confirm that the content outlined in this research is my own creation. Unless the cited quotations and references, following academic guidelines.

Yogyakarta, June 28, 2024
The Researcher


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MOTTO

“If you really want something, you don’t stop for anyone or anything until you get it”
(Blair Waldorf, Gossip Girl)

DEDICATION

I dedicate this thesis to myself as evidence of my deep devotion to pursuing my academic journey. Time invested, friendships built, knowledge acquired would prove invaluable in the days ahead.

I further extend this dedication to my parents who have financially and emotionally supported me to strive for this accomplishment.

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**IDENTIFYING STUDENTS' EXPERIENCES IN USING SOCIAL MEDIA
FOR ENGLISH LEARNING: A SURVEY STUDY**

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ABSTRACT

Social media significantly benefits students to help them manage their university problems especially as an English learning tool. This survey study identifies the experience of students using social media for English learning in higher education by undergraduate English learners in one of the private universities in Indonesia. The study applied survey questionnaire developed by Noori et al (2022). which consists of 11 items and 10 items includes students' experience in using social media in EFL learning. the 10 items rated using a five point Likert scale. The findings indicated that social media is flexible for students to use for a learning tool. The findings imply that social media should be encouraged and integrated into the modern classroom to improve students' performance.

Keywords: English learning, higher education, Social media.

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

As a result of technology improvement, social media is one of the options for learning resources in English as a Foreign Language. Several social media such as Instagram, TikTok, Twitter, Facebook provide educational content to support learning English as foreign language. Some studies show that social media brings positive impacts in English learning. A study from Salih and Elsaid's (2018) found that social media was useful as a learning tool for EFL learners in Saudi. Furthermore, Lin (2019) found that using social media, especially WeChat, helped Chinese EFL learners to strengthen their vocabulary and reading comprehension skills. Social media has also played a crucial role in facilitating communication and interaction between students and lecturers. They have created new ways for students to connect with faculty and fellow students, enabling a more collaborative and interactive learning experience. Research has shown that social media affects students' performance, specifically in a group task (Qi, 2018). In conjunction with this, Vanwynsberghe and Verdegem (2013) presented social media promotes students in enhancing performance in a group setting to receive positive responses or feedback from others. Balakrishnan et al. (2015) investigated the potential of integrating social media-enabled tools in student's learning processes and showed significant development after using a tool called Edooware. For students,

creating or joining online study group forums for exchange notes or collaborative study will encourage positive efficient learning. Moreover, following educational channels in social media such as YouTube tutorials or others will help them solve problems related to materials in school.

However, the use of social media also presents a negative impact. Research conducted by Shi et al. (2020) social media has the potential to exert an effect on two psychological strains (technostress and exhaustion) which indicates negative effects on the academic performance of university students. The overwhelming new technology can cause anxiety and distress. This concept is often referred to as “technotress” which was discussed by (Brod, 1948). Utilizing social media results in technostress and presents a negative impact on task performance (Brook, 2015). Accordingly, overwhelming information in social media as its growing rapidly may lead to negative results on students’ academic performance. Therefore, it is important to identify students’ experiences in using social media for learning. Teachers need to ensure that social media can help them to be productive without causing harm to their mental condition.

The purpose of this study is to identify students' experiences in using social media for English learning. English learning refers to students’ activities to enhance their English performance. The activities cover such as enhancing reading skills, improving thinking skills, finding information, reading new topics and communicating with peers.

1.2 Identification of the Problem

Despite the popularity of social media, it presents several adverse effects, stated by Donelan (2017), such as lack of time, lack of confidence, lack of ability skills, and lack of interest. However, it is essential to identify students' experiences in using social media to support their learning. Teachers need to ensure that students are able to maximize social media in positive learning experiences.

1.3 Formulation of the Problem

What are students' experiences in using social media for English learning?

1.4 Objectives of the Study

Identifying students' experience in using social media for English learning.

1.5 Significance of the Study

This study theoretically adds to the literature on the use of social media for English learning. Practically, the finding helps students to reflect their experience in social media for English learning.

CHAPTER 2

LITERATURE REVIEW

2.1 The Role of Social Media for English Learning

In general terms, social media are web-based tools involved in creating, sharing, and communicating in social networking (Greenhow et al., 2019). As stated by Mao (2014), social media are new tools and technologies that leverage the use of the internet and Web 2.0 to enable people to create and participate in a wide range of communities involving communicating, controlling, interacting, and sharing.

Social media facilitates communication among fellow students and students with lecturers. Moreover, it is crucial to highlight that it influences group task performance or beneficial learning results. Vanwynsberghe and Verdegem (2013) proposed that social media supports students in developing their ability to collaborate well in a group because students seek to gain positive feedback or reactions from others.

Social media plays an important role in providing three characteristics: Integrated, Interactive, & Digital code (Dijk, 2006). Integrated characteristic is a combination of multimedia that presents many formats such as video, digital poster, pictures, and animations. Meanwhile, Interactive means mutual communication between 2 people or groups. Furthermore, Digital code presents coding to differentiate data. The enormous potential of social media in education technology can enhance students' performance and learning experience. Moreover, social media also enhances student engagement (Kuo and Tang, 2014, Selwyn, 2009, 51). In addition, Haidari et al.

(2020) discovered that social media use boosted students' language proficiency, group work, and critical thinking which had a positive effect on their performance.

2.2 Review of Relevant of Studies

The twenty-first century is the era of networks. Networks are evolving into our society's nervous system, and we may anticipate that this infrastructure will impact every aspect of our social and personal lives (Dijk, 2012). Social media can be used by students to interact with their peers and make new connections along with discussing subjects related to their studies (Talaue et al.,2018). Due to its open, sociable, and adaptable nature, social media appears to be a long-term support for professional development. Discussion also includes the results' implications for future studies (Bruguera et al.,2019). Rusli et al. (2019) revealed that improving students' writing skills using social media is difficult yet useful. Fattah (2015) also discovered beneficial effects of using WhatsApp on students' writing. Al-Rahmi et al. (2015) conducted a study in Malaysian higher education cooperative learning, engagement, and intention to utilize social media positively and significantly relate to the interaction of research group members (students and researchers) with supervisors to enhance academic performance.

2.3 Flow of Reviewed Literature

This research adapted three characteristics of social media from Dijk (2006). The three characteristics are Integrated, Interactive, & Digital code. Integrated in this

case means combination of any forms of social media such as texts, videos, pictures, and animations. Interactive is participation in a two-way communication among social media users. Meanwhile Digital code consists of symbols to represent data. To collect the data, this study used Noori et al (2022) instrument which developed 10 questionnaire items and 16 items literature was adapted from (Allam & Elyas, 2016; Chawinga, 2017; Hussain, 2012). The instrument consists of the experience of students using social media which was suitable for this research.

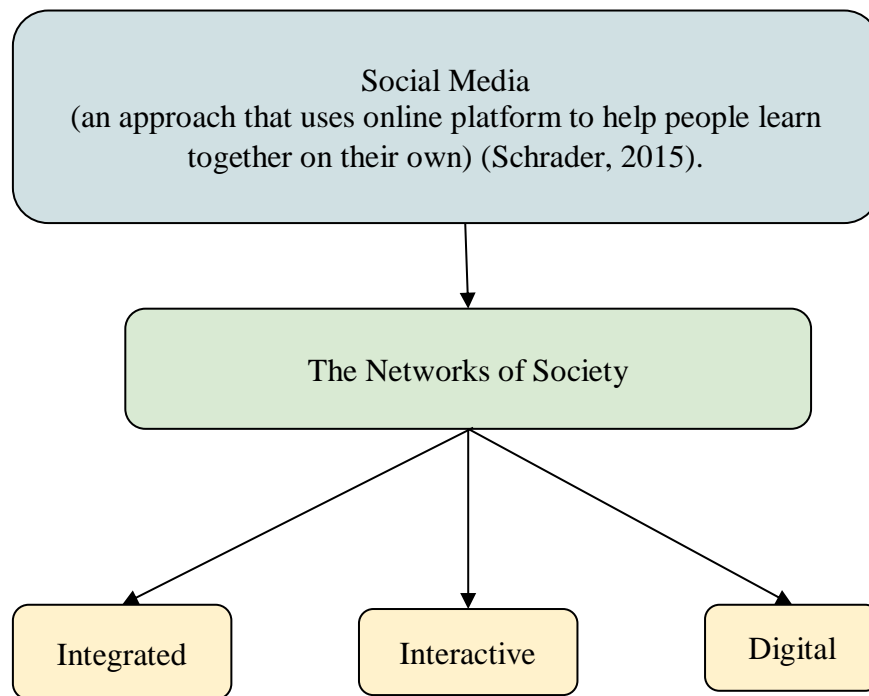


Figure 1. The Characteristics of Social Media

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Design

A survey study was employed by the researcher to collect data on students' characteristics in using social media for English learning. According to Creswell (2012) survey research designs are techniques used in quantitative research when researchers carry out surveys on a sample or the entire population to gather information about their attitudes, opinions, behaviors, or other characteristics. This study would like to identify students' experience in using social media to enhance their English performance. The survey describes broad English tasks such as finding academic resources. Writing and reading are also concluded.

3.2 Population and sample

The population of this research is undergraduate English language education department students from one of the private universities in Yogyakarta. Specifically, the participants represented students' batch 2020 class who are active students. 107 is the total number of students. The Slovin formula was applied in this study. Below is the Slovin formula:

$$n = \frac{\square}{1 + \square \square^2}$$

Explanation:

n = Number of sample

N = population

e = Error tolerance (5% = 0,05)

This study adopted a 5% margin of error to show the adequate sample number. Having 107 people in this study, the calculations are estimated with the following results:

$$n = \frac{107}{1 + (107)(0,05^2)}$$
$$n = \frac{107}{1,2675}$$

n = 84.418 or 84 students

3.3 Data Collection

The data was collected using Google form and was distributed via WhatsApp group and private text.

3.3.1 Participants

The targeted population was 86 undergraduate students batch '20 in the English Department of one of the private universities in Yogyakarta, Indonesia. Among the respondents, the majority (71%) were female, while the remaining 29% were male students. The researcher intentionally selected participants from English department students batch '20 because they were forced to conduct online learning due to the COVID-19 pandemic for 2 years. Therefore, the use of social media was vital for them. Online learning has a high possibility to use social media as a discussion and task submission platform.

3.3.2 Instrument

The instrument used a questionnaire, developed by Noori et al (2022) which consists of 11 items and 10 items includes students' experience in social media in EFL learning, while the original instrument used 10 items and 16 items. The instrument is adapted from (Allam & Elyas, 2016; Chawinga, 2017; Hussain, 2012). The 2 tables which consist of 21 instruments in the original mentor article related to learning experience meanwhile the other table that consists of 5 instruments related to teaching experience, which implies that those 5 instruments are not needed for this paper. Thus, the questionnaire is related to my research objective which is English learning.

Table 1. Students' Experiences of using Social Media in English Learning

No	Statements
1.	Social media helps me to learn new information of my courses.
2.	I can easily get information with the help of social media.
3.	By using social media, I can learn new skills.
4.	Social media helps me to learn time and avenue changes of my classes.
5.	Use of social media enhances my writing skill.
6.	Use of social media enhances my reading skill.
7.	Social media helps me to access more academic resources.
8.	Social media helps me to learn at any time and any place.
9.	I am engaged when I use social media in my learning.
10.	Social media enhances my thinking skills.
11.	Social media is useful for learning.
Overall mean	

A five point Likert Scale was employed by the respondents (1 being strongly disagree; 2 being disagree; 3 being undecided; 4 being agree; 5 being strongly agree)

Table 2. Students' Experiences of the Frequency of using Social Media in English Learning

No	Statements
1.	Social media is used by lecturers.
2.	Social media is used by students.
3.	I faced eye-problems after the use of social media.
4.	I use social media to view and download class notes.
5.	Social media is used to text with lecturers.
6.	Students use social media to text with their classmates.
7.	Social media is used to discuss academic affairs with university staff.
8.	I use social media to acquire new knowledge.
9.	I use social media to improve my skills.
10.	I use social media to access academic resources.
Overall mean	

The respondents select based on their frequency in using social media.

1 = always; 2 = often; 3 = sometimes; 4 = seldom; 5 = never).

Table 3. Reliability Statistics

Variables	Number of items	Cronbach's Alpha
The Experience of Using Social Media in Learning	11	0.918
The Frequency of Using Social Media in Learning	10	0.943
Total	21	0.908

3.3.3 Validity

The content validity technique was used to carry out the validity test. According to Creswell (2009), content validity is a technique or process used to validate an

instrument used in research by an expert in its field to evaluate whether an instrument being used in research may be utilized as a valid instrument or not. The validity process in this study consists of consulting the instrument and theory to the supervisor.

3.3.4 Reliability

When an instrument is reliable, it produces stable, consistent results (Creswell, 2012). A pilot study was conducted involving 86 students to validate the reliability of the survey questions. The study's reliability was assessed using a reliability test. Statistical Package for Social Sciences was used by the researcher to examine pilot study's data. The results showed in [table 3](#) that the values of Cronbach's alpha of all categories obtained a reliable value (0.908) which met the threshold value of 0.90. Therefore, the reliability of the instrument is confirmed good.

3.4 Data Analysis Technique

SPSS (Statistical Package for the Social Sciences) were used to analyze the data. The data were analyzed using descriptive tests. The frequency, percentage, mean, and standard deviation were calculated using descriptive statistics, Two tables are included in this research, the first table utilizes mean scores displaying the highest and the lowest scores. The result of the data is visually shown using graphics. The second table provides mean score and percentage results to offer a thorough analysis of the frequency of student's engagement using social media.

CHAPTER 4

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Findings

The findings of this research show that students experience the advantage of flexibility. They are able to learn at any time and any place. The highest statement is “Social media helps me to learn at any time and any place.” (4.50). Physical health is not an issue for students in terms of frequency to explore social media continuously because students use social media to learn to explore educational materials, so they do not have any problems in terms of health. They enjoy using social media as a learning tool. The data shows that the lowest score is statement number 3, “I faced eye-problems after the use of social media.” (2.77).

Table 4. The Mean Score and the Percentage of Students' Experience in Using Social Media for English Learning

No	Statements	% A & SA	Mean
1.	Social media helps me to learn new information of my courses.	88.4%	4.31
2.	I can easily get information with the help of social media.	90.7%	4.44
3.	By using social media, I can learn new skills.	83.7%	4.30
4.	Social media helps me to learn time and avenue changes of my classes.	75.6%	4.06
5.	Use of social media enhances my writing skill.	66.3%	3.85
6.	Use of social media enhances my reading skill.	90.7%	4.27
7.	Social media helps me to access more academic resources.	81.4%	4.24
8.	Social media helps me to learn at any time and any place.	91.9%	4.50
9.	I am engaged when I use social media in my learning.	81.4%	4.16
10.	Social media enhances my thinking skills.	81.4%	4.06
11.	Social media is useful for learning.	89.5 %	4.37
Overall mean			4.2

Table 5. The Mean Score and the Percentage of Students' Frequency in Using Social Media for English Learning

No	Statements	% Always, Often & Sometimes	Mean
1.	Social media is used by lecturers.	67.4%	3.06
2.	Social media is used by students.	52.4%	3.20
3.	I faced eye-problems after the use of social media.	72.1%	2.77
4.	I use social media to view and download class notes.	66.3%	2.88
5.	Social media is used to text with lecturers.	52.3%	3.23
6.	Students use social media to text with their classmates.	47.7%	3.31
7.	Social media is used to discuss academic affairs with university staff.	59.3%	3.14
8.	I use social media to acquire new knowledge.	46.6%	3.31
9.	I use social media to improve my skills.	48.8%	3.38
10.	I use social media to access academic resources.	45.4%	3.41
Overall mean			3.2

Table 6. Range Score

Variables	Highest score	Lowest score
The Experience of Using Social Media in Learning	4.50	3.85
The Frequency of Using Social Media in Learning	3.40	2.77

The findings indicated that the highest score in general is 4.50 from The Experience of Using Social Media in Learning. Meanwhile, the lowest score in general is 2.77 from The Frequency of Using Social Media in Learning.

4.1.1. The Experience of Using Social Media in Learning

The findings showed the highest statement is statement number 8, “Social media helps me to learn at any time and any place.” (4.50). However, they admit that social media does not directly help them with writing, The lowest is in statement number 5. “Use of social media enhances my writing skills.” (3.85).

The next highest score is in statement number 2. “Social media is used by students.” (4.44). The third is in statement number 11 “Social media is useful for learning” (4.37). The fourth is in statement number 1 “Social media helps me to learn new information of my courses” (4.31). The fifth is in statement number 3 “By using social media, I can learn new skills.” (4.30).

In addition, the sixth is in statement number 6 “Use of social media enhances my reading skill.” (4.27). The seventh is in statement number 7 “Social media helps me

to access more academic resources.” (4.24). The eighth is in statement number 10 “Social media enhances my thinking skills.” (4.21). The ninth is in statement number 9 “I am engaged when I use social media in my learning.” (4.16). The tenth is in statement number 4 “I use social media to view and download class notes.” (4.06).

4.1.2. The Frequency of Using Social Media in Learning

The data also revealed that the highest frequency of statements is in statement number 10. “I use social media to access academic resources.” (3.41). They admitted they do not have an issue regarding health problems especially eye problems while using social media. Statement number 3. “I faced eye-problems after the use of social media.” (2.77).

The second highest is in statement number 9. “I use social media to improve my skills.” (3.38). The third highest score is in statement number 6 which has (3.31) mean score “Students use social media to text with their classmates.”. The fourth is in statement number 8. “I use social media to acquire new knowledge.” (3.31). The fifth is in statement number 5. “Social media is used to text with lecturers.” with a mean score of (3.23).

Moreover, sixth is statement number 2. “Social media is used by students.” (3.20). Seventh, is statement number 7. “Social media is used to discuss academic affairs with university staff.” (3.14). Eighth, is statement number 1. “Social media is used by lecturers.” (3.06). Ninth, is statement number 4. “I use social media to view and download class notes.” (2.88).

4.2 Discussions

It is time to incorporate social media into modern education. Social media platforms are prominent in students' lives and have a significant impact on them, thus using them in the classroom is essential. It is proven that social media is used as a tool for students to learn at any time and any place. This result aligns with the findings from prior studies carried out by Del Rocío Carranza Alcántar et al. (2016) who found that social media is used as a tool for flexible learning. Physical health is not an issue as they use social media primarily for educational purposes.

The study also revealed that social media is used by students and around 89.5% of students believe that it's beneficial for acquiring knowledge. Furthermore, the findings revealed that students engaged in a range of enrichment activities on social media including learning new skills, and gaining information about their courses. The finding supports the study by Saha (2019) who points out that students view social media as a useful learning tool and spend a significant amount of time on it. However, social media does not help students with their writing skills.

The further findings suggest that students utilize social media to access academic resources. This finding aligns with Karimi et al. (2019) who highlighted the role of social media in accessing educational resources. The result exposed that social media helped them to improve their skills in learning and acquire new knowledge. It aligns

with the research of Iswahyuni (2021) and Suprpto (2020) both discovered that students used Facebook, Instagram, WhatsApp, and YouTube to improve their vocabulary, speaking, listening, writing and grammar skills. Additionally, the respondents stated that lecturers are proficient in using social media to enhance their teaching, and that students and lecturers use social media as a communication tool. It confirms the research by Liu (2018) students use Twitter being particularly popular to interact with each other and lecturers.

CHAPTER 5

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study investigated students' experience in using social media for English learning in Higher Education in one of the private universities in Indonesia. It identifies the experience and the frequent use of social media for learning. According to the results, students mostly feel the benefit of social media in flexibility (4.50), accessing academic resources (4.24), and building thinking skills (4.06). While it fails to improve writing skills (3.85), it helps students with reading (4.27). Students also engage in enrichment activities such as obtaining course materials (4.31). They enjoy using social media for learning purposes (4.16) without getting physical health issues (2.77).

5.2 Suggestion

There is a limitation on the study. Population of the research is homogenous, indicating that it is still limited to one population that is still small in a private university. Thus, the results are different from those in public universities. Future researchers may use mixed method studies with a bigger sample size to target professors and students at both public and private universities. Future research could focus on how to integrate social media into the modern classroom.

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APPENDIX

Assalamu'alaikum Wr. Wb.

Perkenalkan saya Nur Fatin Nabilah (20322102), Mahasiswa Program Studi Pendidikan Bahasa Inggris S1 Universitas Islam Indonesia. Saat ini saya sedang melakukan penelitian untuk mengumpulkan data untuk kepentingan skripsi saya yang berjudul "*Identifying Students' Experience in using Social Media for English Learning : a Survey Study*". Saya sedang mengumpulkan data terkait dengan pengalaman mahasiswa dalam menggunakan sosial media untuk membantu penugasan kuliah. Oleh karena itu, saya meminta kesediaan saudara/i untuk berpartisipasi dalam penelitian saya. Kuesioner ini ditujukan khusus untuk mahasiswa aktif Prodi Pendidikan Bahasa Inggris angkatan 2020 dari Universitas Islam Indonesia. Apabila saudara/i bersedia untuk berpartisipasi dalam penelitian ini, maka saudara/i dapat melanjutkan ke proses pengisian kuesioner. Kuesioner terdiri dari 21 butir. Saudara/i dapat mengisi kuesioner sesuai dengan kondisi yang sebenar-benarnya. Seluruh data yang diperoleh akan dijaga kerahasiaannya dan hanya digunakan untuk penelitian. Kuesioner dapat diakses melalui link berikut: <https://forms.gle/6EAowcCypAwgoJmSA>

Jika anda memiliki pertanyaan terkait kuesioner ini, silahkan menghubungi saya dari salah satu kontak yang tersedia:

Email : 20322102@students.uii.ac.id

WhatsApp : 085852273428

Terimakasih atas partisipasi dan ketersediaannya dalam mengisi kuesioner ini. Semoga Allah SWT membalas kebaikan anda.

Wassalamu'alaikum Wr. Wb.

Hormat saya.

Nur Fatin Nabilah

Dosen Pembimbing,

Rizki Farani, S.Pd., M.Pd.

Name :

NIM :

Section 1

The experience of using social media in learning

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

Dimension	Items	Scale				
		1	2	3	4	5
Access to diverse resources	Social media helps me to learn new information of my courses					
Access to diverse resources	I can easily get information with the help of social media					
Access to diverse resources	By using social media, I can learn new skills					
Access to diverse resources	Social media helps me to learn time and avenue changes of my classes					
Improved writing skills	Use of social media enhances my writing skill.					
Improved reading skills	Use of social media enhances my reading skill					
Access to diverse resources	Social media helps me to access more academic resources.					
Flexibility	Social media helps me to learn at any time and any					

	place.					
Enhancing engagements	I am engaged when I use social media in my learning.					
Enhancing skills & disciplinary	Social media enhances my thinking skills.					
Enhancing skills & disciplinary	Social media is useful for learning.					

Section 2

The frequency of using social media in learning.

1	2	3	4	5
always	often	sometimes	seldom	never

Dimension	Items	1	2	3	4	5
Communication tool	Social media is used by lecturers.					
Communication tool	Social media is used by students.					
Health issue	I faced eye-problem after the use of social media.					
Disciplinary tool	I use social media to view and download class notes.					
Communication tool	Social media is used to text with lecturers.					

Communication tool	Students use social media to text with their classmates.					
Communication tool	Social media is used to discuss academic affairs with university staff.					
Learning tool	I use social media to acquire new knowledge.					
Learning tool	I use social media to improve my skills.					
Learning tool	I use social media to access academic resources.					