

Students' Perspectives on Social Media Usage for Learning English

A Thesis

**Presented to the department of English Language Education as Partial Fulfillment of
the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language
Education**



by

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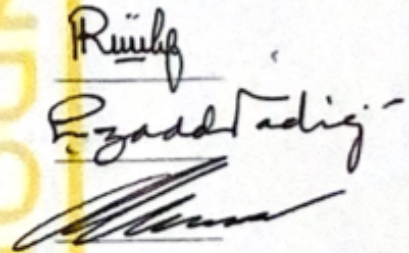
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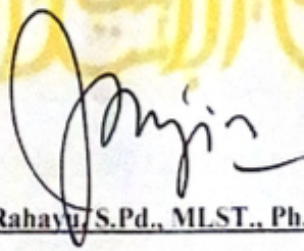
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work of parts of the work of the other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, July 13, 2025

The writer,



Fairuz Zahra Tsurayya

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MOTTO

I believe, Allah knows what is best for me. And I know, Allah will always give what is best for my life. When you leave everything in Allah's hand, you will see Allah's hand in everything.

They planned, but Allah also planned. And Allah is the best planners.

(Al Anfal | Verse 30)

DEDICATIONS

Gratefully and thankfully, I dedicate this thesis to:

1. My beloved family (Father, mother, little sister, little brother) that always support me in every kind of situations.
2. My two soulmates since childhood: Silla and Putri.
3. My college mate: Kayla, Dikta, Anisa, Putri, Chevina, Kintan, Amel.

ACKNOWLEDMENT

Alhamdulillah Rabbil 'Aalamiin, all praise to be Allah *Subhanahu Wa Ta'ala* the Almighty and the most Merciful, and peace be upon the beloved final prophet Muhammad *Shallallahu Alaihi Wassalam*. I thank to Allah *Subhanahu Wa Ta'ala* who has bestowed me a great blessing, strength, and willing that I could accomplish this thesis with hard work and prayers. I also believe that the completion of this thesis would not have been possible unless support of many people. Sincerely I really appreciate and address my gratitude especially to my hero as known as my father, my beloved mother, and my beloved younger brother and sister.

My special gratitude goes to my supervisor, Miss Rizki Farani, S. Pd, M.Pd., who does not only guide, gives advice, support, as well as criticizes me in a very delightful manner, but also motivates me in every situation. A great appreciation and thank will also go to all my lecturers at English Language Department who had given me beneficial knowledge and had taught me lovingly and patiently, Miss Dwiansari Ramadhani, S.S., M.App. Ling. Who granted permission for collecting data in the course, and students of English Language Education Department batch 2024 who had willingness to be the part of my thesis. I also express my gratitude to my peers: Silla, Putri, Kayla, Anisa, Dikta, Chevina, Putri, Kintan, Verzy, Ara, Amel who have given their spirit to accomplish this thesis. Last but not least, I would also express my gratitude to my double K, Kara and Keisha, who consistently gives support and love.

Finally, I hope this thesis will be useful and contribute the English teaching process especially in teaching with social media for students in this digital era. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, July 11, 2025

A handwritten signature in black ink, appearing to read 'Fairuz Zahra Tsurayya', with a stylized, cursive script.

Fairuz Zahra Tsurayya

ABSTRACT

The main objective of this study was to identify the students' perspectives of using social media for learning English in the one of English Education Department, University in Yogyakarta. The design of the research is using quantitative approach in a form of survey study. This study employed purposive sampling technique to get data. The total sample is 24 students from batch 2024. The data were collected by adapted instrument from Nouf Aloraini & Walcir Cardoso (2020) which consist of students' perspectives on social media usage for learning English. Originally the instrument consists of 26 items, there were 3 items invalid, therefore the valid items were 23. The data was analyzed by using the SPSS program. The result shows that majority of students frequently use platforms such as TikTok (87.5%), Instagram (50%), and WhatsApp (62.5%) to improve their English skills, particularly in listening, reading, speaking, and writing grammar, vocabulary. The implication of this research is that social media is a helpful tool for enhancing English language learning. Educators and educational institutions should think about integrating learning resource like Instagram and TikTok into their lesson plan. Most students agreed that social media makes learning more enjoyable and accessible. Social media that they use the most for listening skill and vocabulary are TikTok, for writing is WhatsApp, and last but not least for speaking is WhatsApp.

Keywords: *EFL, Freshman Students, Students' perspectives, Social Media Usage, Language Learning*

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CHAPTER 1

INTRODUCTION

1.1 Background of the study

The utilization of social media has been significantly increasing in recent years. It is not only utilized by working people, but there is also a significant improvement in the utilization of social media among students or members of educational institutions (Raut and Patil, 2016). Social media has a beneficial impact on academic performance. According to Bharwani (2023) stated that social media like Facebook, Instagram, Twitter (X), and others have developed into important informal resource. Students can explore the way they will discover a diversity of learning procedures and it increases the students' engagement, especially in this generation, which are already familiar with social media or gadgets. In other words, a research study conducted by Mingle and Adams (2015) concluded that the implementation of social media in language learning has had a significant impact on the learning process, improving student engagement in the classroom.

The modern generation now considers the internet to be essential. Nowadays, majority of people frequently utilize internet or social media such as Instagram. One of the latest instances of digital communication that students have embraced widely is social networking sites like Instagram. As a result, these platforms have the potential to be a valuable resource for both students' academic communications and faculty

collaborations. Instagram is one of the most famous social media nowadays used by many people, especially for young learners (Al-Ali 2010) .

On the opposite result, social media can have a negative impact and it can also be our enemy. It has an intense negative effect besides its positive impact on a new perspective on human lives. Youth who use social media may experience significant negative effects, such as anxiety, sadness, insecurity, bullying, lack of sleep, and fear of missing out. Wong (2014) investigated how social media affected youth, highlighting the negative effects of the platform. In an additional study, Mushtaq, (2015) found that social media contributed to students' lack of newspaper reading habits and may have resulted in their loss of access to a wealth of useful information from newspapers. Students can get carried away playing social media and become ineffective at doing assignments or whatever. Additionally, Wang, Chen, and Liang (2011) claimed that social networking had a direct impact on students' efficacy and academic performance.

However, there are some studies about social media for education, but it is still limited discussion on how freshmen students use social media to support EFL learning. Most of the studies selected respondents or research participants from lower levels of education or higher semesters of undergraduate students, for example: research from Wirentake, (2023) identified the impact of social media towards students' motivation and students' attitude of learning English from higher education in Sumbawa University of Technology. Another study discussed the use of social media in English

learning by public senior high school students in Cirebon in the post covid 19 pandemics. This study would like to offer new insight about how freshmen students use social media to study English. The setting of this research is freshmen students at the university level in Indonesia. The research focuses on the usage of social media among Generation Z.

1.2 Identification of the problem

The use of social media can result in negative impact toward mental health, for instance: (1) Anxiety, sadness, insecurity, bullying, lack of sleep, and fear of missing out. (2) Lack of reading habit, (3) Lack of time management, (4) Not much research on the usage of social media by first-year students to enhance EFL instruction.

1.3 Limitation of the problem

This study aims to provide different viewpoints on how first-year, freshmen, and generation Z utilize social media for informal use in English Language Education department and is conducted with universities in Indonesia.

1.4 Formulation of the problem

What are Students' Perspectives on Social Media Usage for Learning English?

1.5 Objectives of the study

This study would like to identify Students' Perspectives on Social Media Usage for Learning English.

1.6 Significance of the study

This study's findings would help people looking for another perspective: Offer fundamental information regarding how students see utilizing social media to earn English.

CHAPTER 2

LITERATURE REVIEW

2.1 Input Hypothesis in Social Media Setting

The acquisition-learning hypothesis is one of the fundamental principles of Krashen's theory of second language acquisition (Krashen, 1999). The idea states that there are two different methods for learning a second language: "learning", which is conscious process, and "acquisition", which is subconscious process. Second language learners use the target language to speak organically, as contrast to language learners who concentrate on grammar or linguistic forms. The following qualities should be present in the ideal input: 1) The input content is comprehensible. 2) the input should make learning engaging and relevant. 3) Input is not grammatically ordered because its purpose is to aid acquisition rather than learning. 4) The secret to learning a language is getting enough understandable input. Only a significant volume of understandable information can lead to the development of more proficient language (Krashen, 1999).

This research refers to a journal written by Aloraini & Cardoso (2022) as the main framework. The use of social media is not only for having fun, but also it can be a platform for learning. "They are exposed not only to pictures but also to 'words', which are mostly in English. The more exposure to English, the better chance to learn the language." (Haque, 2023). Social media is not only for having fun, but it can be a platform for learning English. According Richards (2015), a number of studies have

provided substantial evidence that social media has emerged as a preferred setting for language acquisition, particularly for those studying English as a second language (ESL) or as a foreign language (EFL). We can also communicate with other people outside Indonesia, of course in English.

Users are exposed to content chosen and processed by the algorithm as they browse through social media timelines or updates, in addition to user selections for settings. The amount of knowledge available is infinite, but you can filter themes. In this research, the input hypothesis is focused on the use of social media as media for English learning.

2.2 Identification of Activity in Social Media to Enhance EFL Learning

Social media is now an opportunity to gain understanding over the obstacles that learners of EFL face when learning English. Social media can assist EFL learners to become more proficient in English in a variety of ways, including speaking, listening, writing, reading, writing, vocabulary mastery, grammar, and many more. EFL contexts have implemented the use of Facebook, Instagram, X, and now Tik Tok.

Several studies show that social media helps students to practice vocabulary grammar, or spelling through watching videos, doing an online presentation, and making summary (Al-Arif, 2019; Ghouali & Benmoussat, 2019; Klimova & Pikhart, 2019; Pattanapichet & Wichadee, 2020; Rodliyah, 2016; Suswati & Saleh, 2019; Rajab & Al-Sadi, 2015; Rodliyah, 2016; Siddig, 2020). Furthermore, Instagram is used for sharing and discovering media, material, and information (Akayoğlu et al., 2020; Al-

Arif 2019; Alshabeb & Almaqrn, 2018; Gunantar & Transinata, 2019). In addition, Alshabeb & Almaqrn (2018) and Suswati & Saleh (2019) found that creating and uploading videos is a good way to practice language skills, vocabulary, grammar, and spelling. Meanwhile, X as the newest name for Twitter can be utilized as media to share or browse learning material (Akayoğlu et al., 2020; Al-Arif, 2019; Alshenqeeti, 2018; Badri et al., 2017). It can be used to learn new languages and follow educators' reports and sharing contents (Alshabeb & Almaqrn, 2018; Pérez-Sabate & Montero-Fleta, 2015).

Other social media, Tik Tok also offers learning opportunities. According to several studies (Perangin-angin et al., 2021; Pratiwi et al., 2021; Rahman, 2021) TikTok can help students in English learning such as practicing their listening skills, understanding grammar and add vocabularies. Videos in Tik Tok assist students become better listeners (Woottipong, 2014).

The results of another study by Seli (2024) in the title “Indonesian University Students' Perceptions on the Use of Social Media for English Language Learning” shows that by using social media, students can improve reading skills (18%), students can also improve knowledge of vocabulary (17%), and other skills such as improving pronunciation (12%), improving writing skills (15%), improving speaking skills (12%). In addition, students can also develop grammar knowledge (12%) and lastly students can improve listening skills (10%).

2.3 Review of Relevant Studies

Numerous researchers have attempted to look at the perspective of using social media for learning English. Safitri et al., (2022), found that the students choose YouTube as the most used social media for learning English. They stated that social media provides English content sources to practice their English skills, enlarges their vocabulary and pronunciation knowledge. They also stated the challenges in using social media for learning, such as internet connection problems, privacy, and inappropriate content.

Another research by Sopyan Yuniar & Purnamaningsih (2022) with titled “Students’ Perception on the Usage of Social Media in Learning English as a Foreign Language” found that students use social media more frequently. They do it on a daily basis. Additionally, students have positive perception of the use social media for learning English. They choose YouTube, Instagram, and WhatsApp as the most social media applications for learning English. Students also agree that the features of social media motivate them to practice their English outside the classroom. Since social media contains plenty of fresh vocabularies, pronunciations, everyday idioms, and western slang, students are using these platforms to learn English for interaction and everyday communication. Through reading, viewing, and even practice pronunciation, social media can help people learn English by helping them memorise new words. They can also get better at reading, writing, speaking, and listening in English after using social media and following a lot of English-related content.

Another research Safitri et al., (2022) titled “The use of social media for learning English: Students’ perspective” found that students agree that social media’s characteristics encourage them to use their English outside the classroom. The results support the idea of social media can be used as an informal language learning tool to enhance the classroom English learning process. In the words of Combs and Ahmed (1974), as mentioned in Mohammed Al-Sabaawi and Dahlan (2018), informal learning is the lifelong process through which each individual gains and accumulates information and abilities from everyday experience and exposure to the environment.

2.4 Theoretical Framework

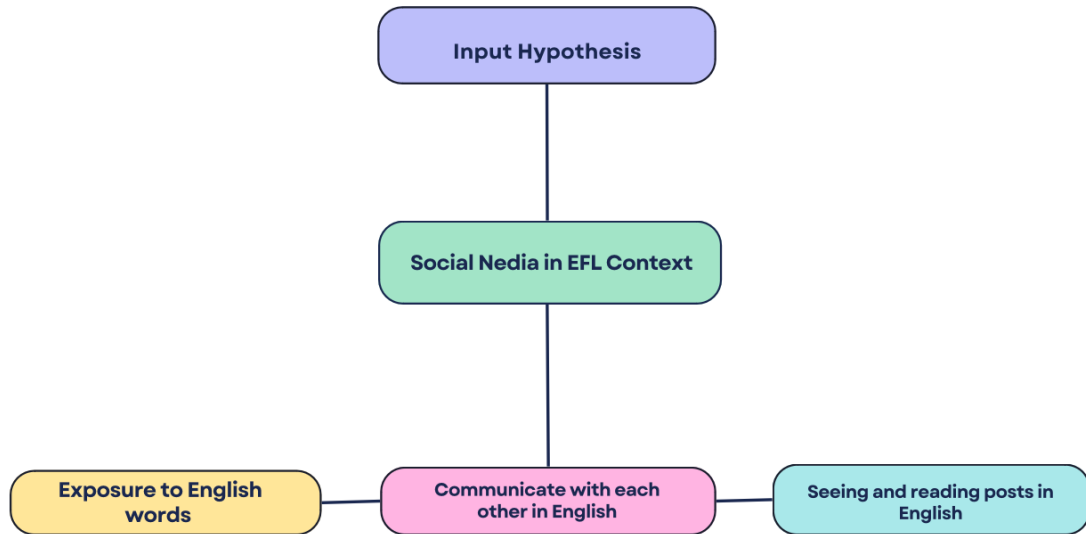


Figure 1. Input Hypothesis

Krashen states that the only way of acquiring a foreign language is to either interpret messages or be exposed to input that has already been simplified for the learner (Krashen, 1985). This theory is in line with Haque (2023) who states that it can be concluded that there are three hypotheses: 1) Exposure, the user would be exposed using social media where the content is creator content that uses English or all the contents of the homepage are in English. 2) Communicate with each other, users would communicate with each other on social media. 3) Using English language, because Using English is the only way to establish communication between social media users.

CHAPTER 3

RESEARCH DESIGN

This section outlines the research design with a comprehensive explanation. This includes information about how the data was collected and analyzed, the location of the study, and details of the study participants.

3.1 Research Design

This study is designed as a survey with a quantitative approach. Survey research is defined as collecting data from a sample of people by their responses to questions (Check & Schutt, 2012). According to Creswell (2014), quantitative research is the collection of numerical data with the goal of explaining, predicting, and/or control things. The survey study in this research only identifies students' perspectives on social media for learning English for a single population. There is no comparison with other respondents or settings.

3.2 Population and Sample

The population of this study was English Language Education Department in Yogyakarta, Indonesia. For the sample of this study were freshmen undergraduate students. As freshmen, they are still in a transition stage from Senior high school to college life. To select sampling, purposive sampling technique is used because as freshmen, they are still in a transition stage from Senior high school to college life. Purposive sampling, according to Foley (2018) is a type of non-probability sampling

in which researchers select participants from a population using their own discretion. To put it another way, researchers intentionally target this group of people because researcher believe that participants match the demographic they aim to reach. There were 24 students who participated in the study.

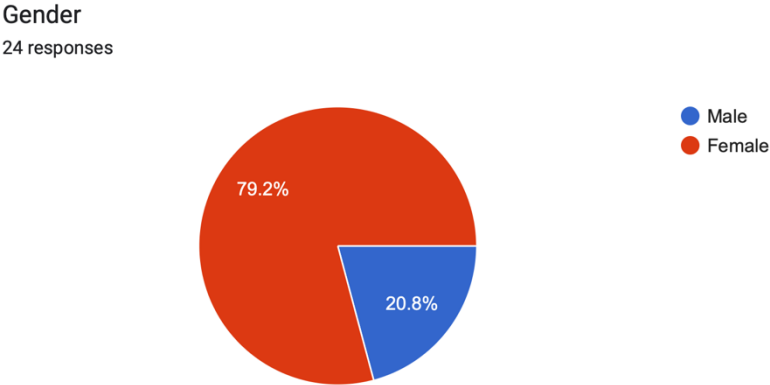


Figure 2. Gender of participant

24 students from English Language Education Department batch 2024 with 19 females (79.2%) and 5 males (20.8%).

3.3 Data Collection Techniques

3.3.1 Research Instrument

This study uses a quantitative approach because it aims to collect and analyze data objectively regarding students’ perspectives on the use of social media in English language learning. Through the distribution of questionnaires

to a number of respondents, the researcher was able to measure the frequency, perception, and tendency of students in using social media as a learning tool. The questionnaire in this research was adapted from research by Aloraini & Cardoso, (2022) to collect data. The instrument was selected because the previous researcher investigated what was similar as this research. The previous research also stated Krashen's theory about social media and Second Language Acquisition (SLA).

3.3.2 Validity and Reliability

a. Validity

Heale & Twycross (2015) explained that validity is a measure that assesses how well a notion is calculated, particularly when applied to quantitative data. In this research, the items of the instrument were 26 questions. The questions are divided into 4 parts; 1) social media and social activities: learners' preference 2) social media and language skills: learners' preferences 3) Perceived usefulness and affective feelings – social media 4) social media and language purposes. The validation process in this study used content validity technique by consulting with supervisor. Expert judgement can be used to assess the construct's validity (Sugiyono, 2019). In this instance, the instrument is consulted with a supervisor after

it is constructed to measure the aspects based on specific theories.

Questions number 14, 15, and 22 are invalid because from the test, the sig-2 tailed are more than 0.05, while the other 23 questions are valid because their significant values or sig-2 tailed shows less than 0.05. The value sig. 2-tailed for number 14 is 0.241, for number 15 is 0.063, and last for number 22 is 0.278.

b. Reliability

In this research, the Cronbach Alpha for questions number 10-20 is 0.790 indicates fairly high. Meanwhile, the Cronbach Alpha for number 21-26 is 0.730 indicates high.

3.4 Data Analysis Techniques

In this study, the researcher conducted the quantitative analysis of data carried out using the SPSS program. The “Statistical Package of the Social Sciences” (SPSS) is a suite of applications designed for processing data, analysis, and presentation, extensively utilized in the social and behavioral sciences (Landau & Everitt, 2017)

The author applies some of these step in this study:

1. The author adopted the questionnaire from previous research by Nouf Aloraini and Walcir Cardoso (2020).
2. This research conducted through the use of convenience sampling, as known as non-probability sampling.
3. Participants in this study were Indonesian undergraduate students studying English as a foreign language. The questionnaire used English.
4. The author make questionnaire and distribute the link to the students to be filled in.
5. The questionnaire data that has been filled in by the students would be converted to the Ms. Excel.
6. After the data was transferred to Ms. Excel, then the researcher was processed it using the SPSS application.
7. After that, the researcher checks the validity and reliability of data.
8. After finding validity and reliability, the data is analyzed based on the highest and the lowest mean score.

CHAPTER 4

FINDING AND DISCUSSION

4.1 Research Finding

4.1.1 Social Media and Social Activities: Learners' Preference

In general, most of the freshmen students are active users of Tik Tok (58.3%). The rest of them are active users of Instagram (41.7%). In terms of practicing English, most freshmen students prefer Tik Tok as a tool to practice English (54.2%), meanwhile, some students use Instagram (33.3%) and the rest of them use WhatsApp (12.5%). Despite student's preferences in general, they particularly divide the function of social media. Most of freshmen students use WhatsApp (54.2%) as a tool to interact with family, friends, and to practice English. The rest of them prefer Instagram (25%) and Tik Tok (20.8%) as a tool to interact with family, friends, and to practice English. Based on the finding, it shows that the freshmen students mostly use WhatsApp, Tik Tok, and Instagram. However, they use those applications for different purposes.

4.1.2. Social Media and Language Skills

Table 1. Social Media and Language Skills

	WhatsApp	Tik Tok	Instagram	X
Skills				
Listening	0	87,5 %	50%	4,2%
Speaking	45,8%	41,7%	41,7%	4,2%
Writing	62,5%	25%	37,5%	20,8%
Reading	16,7%	45,8%	50%	16,7%
Grammar	8,3%	58,3%	50%	12,5%
Vocabulary	4,2%	66,7%	41,7%	8,3%

Instruction: Choose one or two of the discussed social media applications (WhatsApp, TikTok, Instagram, and X/Twitter) to learn the skills listed below, according to what you think is the most effective to learn that language skill.

Based on table 1, freshmen students prefer Tik Tok (87,5%) for listening activity, meanwhile, they prefer WhatsApp (45,8%) for speaking activity. For reading activity, they usually use Instagram (50%) and writing activity use WhatsApp (62,5%). The data shows that the freshmen students mostly prefer WhatsApp, Tik Tok and Instagram. They seldom use X. For grammar, the freshmen students mostly use Tik Tok (58,3%) and they use Tik Tok (66,7%) for grammar activity.

4.1.3. Perceived Usefulness and Affective Feelings - Social Media

Table 2. Usefulness and affective feeling of social media users

Item	Strongly agree	Agree	neutral	disagree	Strongly disagree
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10. Social media is a good application for learning.	25%	70,8%	4,3%		
11. Social media is a good platform to learn English .	33,3%	58,3%	8,3%		
12. I learn English when I use social media.	12,5%	45,8%	37,5%	4,2%	
13. Social media has all the features I need to learn English.	12,5%	54,2%	29,2%	4,2%	
16. I would enjoy using social media for learning English.	25%	58,3%	16,7%		
17. Social media is a friendly learning environment.	20,8%	54,2%	20,8%		
18. Learning English through social media is effective/helpful .	25%	50%	25%		
19. I feel comfortable when I use social media for learning.	16,7%	54,2%	29,2%		
20. Social media is easy to use.	33,3%	54,2%	12,5%		

Instruction: Choose one for the answer according to what you perceived about social media usefulness and affective feeling.

Based on table 2, students' attitudes toward the use of social media for learning English, particularly when studying English, were positive. The majority of freshmen students agreed or strongly agreed that social media is a great platform for studying English (91.6%) and a good application for learning (95.8%).

Furthermore, even while a sizable number of freshmen students were neutral (37.5%), most of the students felt they were truly learning English when using social

media, which may reflect differences in the style and intensity of use. Additionally, the majority of freshmen students (66.7%) believed that social media offered sufficient features to aid in the learning of English. However, the majority of freshmen students (58,3%) had no opinion when being asked if they would prefer to use social media to enhance classroom instruction, showing that they are still unsure about or unfamiliar with the formal integration of social media in education. Most of the freshmen students answered neutral because they might not have understood the question.

Regarding freshmen students' motivation and emotional responses, the data shows that 75% respondents feel motivated, and 83.3% enjoy the process of learning. They also think that social media is a friendly learning platform (97.5%) and feel that learning through social media is effective (75%). The comfort of using social media is also high, with 70.9% of freshmen students feeling comfortable and 87.5% of freshmen students finding social media easy to use.

Overall, the result shows that social media has a great potential as an English language learning media, regardless of its effectiveness, convenience, and motivation. However, the integration of social media into formal learning contexts in the classroom still requires a more careful and strategic approach, given the high neutral response in this data.

4.1.4. Part 4: Social Media and Language Purposes

Table 3.1 social media and language purposes

Items	Always	Often	Sometimes	Rarely	Never
23. How often do you write in English on social media?	4,2%	16,7%	54,2%	25%	
24. How often do you speak in English on social media?		12,5%	54,2%	33,3%	
26. How often do you listen to the audio in English on social media?	25%	37,5%	33,3%	4,2%	

Table 3.2 social media and language purposes

Items	Always	Sometimes	Rarely	Never
21. How often do you use social media to communicate with friends and family?	75%	20,8%	4,2%	
25. How often do you read in English on social media?	45,8%	50%	4,2%	

Instruction for number 21-26: Choose one for the answer

Based on the data in table 3.1 and 3.2, it can be seen that social media is a very dominant platform used by students to communicate, both in social contexts and in the use of English.

In item number 21, 75% of freshmen students stated that they always use social media to communicate with friends and family, and 20.8% use it often. Only 4.2% answered sometimes. This shows that social media is the main media in maintaining students' social interaction.

Although a significant number of respondents (91.7%) frequently use English on social media, only a small percentage (4.2%) consistently use it in all interaction. This shows that English is indeed used in social media activities, but not as the main daily language because their mother tongue is Bahasa Indonesia.

In terms of writing skills (item 23), most respondents (54.2%) stated that they only sometimes write in English on social media, and 25% rarely do so. This shows that the ability or habit of writing in English has not become a common practice, even though they are exposed to English passively through social media.

The data in item 24 reveals that respondents mostly use English verbally on social media in the frequency of sometimes (54.2%) and always (33.3%), which indicates a certain courage or comfort to speak in English, although the intensity is uneven.)

Furthermore, in reading skills (item 25), 45.8% of respondents always read in English on social media and 50% do so frequently. This shows that input in the form of English text is very dominant and an important part of their digital activities.

As for listening skills (item 26), the majority of respondents stated that they often (37.5%) or sometimes (33.3%) listen to audio in English. A total of 25% stated that they always listen, and only 4.2% answered rarely. This shows a good level of exposure to English in audio form, for example from videos, podcasts, or other content on social media.

Overall, this data shows that they don't always use social media to learn English, but they frequently use it to interact with family and friends. Likewise, they think that social media contributes greatly to English exposure among respondents, especially in receptive skills (reading and listening). However, productive skills such as writing and speaking are still practiced in a limited or inconsistent manner. This can be an important consideration for the development of digital media-based English learning strategies, particularly to encourage the active use of English on social media.

4.2 Discussion

The findings show that most freshmen students have a positive perspective on social media usage as a media for English language. However, they do not actually use it purposefully. They do not have advanced plans or systematic instructional design which focused on using social media for learning. Most of them “accidentally” gain English knowledge through the content. As generation Z who are exposed to digital content every day, they are most likely explore English randomly based on social media algorithm. Several studies support this finding by showing that social media, including Instagram, can be one of media to support incidental learning in English. Harmaini & Nanda (2023) concluded that Instagram can be used to complement formal English learning by exposing students to English while using this platform as part of their daily activities. Kusuma et al (2024) also stated that students who are exposed to Informal Digital Learning of English (IDLE) can build speaking skills.

In general, gen Z uses social media to monitor trends, play games, create videos, and even discuss unrelated topics. On the other hand, social media can be used for learning as well as for enjoyment. Social media has grown in popularity as a tool for learning English in recent years, giving students numerous chances to practice speaking, writing, reading and other abilities. Social media platforms like Instagram, Tik Tok, and Twitter or X help improve students' skills since they are visually appealing, simple to use, and useful, claim Ezard and Suciati (2018). A tendency to use social media in a formal setting is expected during the learning process. Students can watch videos on YouTube and Tik Tok to improve their speaking and listening skills. They used Tik Tok media to practice speaking by mimicking, and they viewed a lot of YouTube videos as educational tools. Since social media enhances EFL learners' oral and auditory skills, we can conclude that using it in a formal setting is essential to embracing learning media networking.

Additionally, social media has developed into a wealth of informal learning resource. Informal learning, as opposed to instructional learning, is defined by Bagdonaitė and Zydziunaite (2016) as “self-directed learning”. It alludes to independent study carried out outside of the classroom. Using social media like Instagram, students can study on their own to enhance their writing and vocabulary. We can share images and videos from our own devices using the social networking app Instagram. There is no time limit on Instagram learning, in contrast to classroom learning.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The purpose of this study was to identify the students' perspectives of social media usage for learning English. The result reports that most respondents have a positive perspective of the use of social media as a tool in learning English. In general, they actively use social media, they also have a positive perspective on social media to learn English but they do not really use social media to learn English specifically. They tend to gain information incidentally because they are exposed to English thus, they automatically know some vocabularies. Among several types of social networking sites, Instagram and Tik Tok were the highly preferred applications and Twitter (X) and WhatsApp were the least preferred applications used in EFL learning.

5.2 Recommendation

Based on the findings in this study regarding students' perspectives on the use of social media in English language learning, the researcher provide recommendation for future research. It is recommended to use qualitative research such as interviews on the practice of teaching English through social media. It can be more in-depth about the specific experience of teaching English using social media and find participants who really have learning goals in learning through social media (not incidentally). It could also examine the steps of learning using social media. In addition, the topics and variables of this study could be expanded.

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APPENDIX

Validity and reliability test

Q10	Pearson Correlation	1	.246	.075	.377	.413 [*]	.000	.337	.273	.237	.456 [*]	.124	.529 ^{**}
	Sig. (2-tailed)		.247	.728	.070	.045	1.000	.107	.196	.266	.025	.562	.008
	N	24	24	24	24	24	24	24	24	24	24	24	24
Q11	Pearson Correlation	.246	1	.000	.631 ^{**}	-.138	.099	.492 [*]	.440 [*]	.594 ^{**}	.500 [*]	.408 [*]	.674 ^{**}
	Sig. (2-tailed)	.247		1.000	.001	.520	.645	.015	.031	.002	.013	.048	.000
	N	24	24	24	24	24	24	24	24	24	24	24	24
Q12	Pearson Correlation	.075	.000	1	.077	.177	.316	.408 [*]	.055	.079	.336	.058	.433 [*]
	Sig. (2-tailed)	.728	1.000		.719	.409	.132	.048	.798	.713	.108	.788	.035
	N	24	24	24	24	24	24	24	24	24	24	24	24
Q13	Pearson Correlation	.377	.631 ^{**}	.077	1	.114	-.082	.496 [*]	.577 ^{**}	.408 [*]	.629 ^{**}	.471 [*]	.744 ^{**}
	Sig. (2-tailed)	.070	.001	.719		.596	.704	.014	.003	.048	.001	.020	.000
	N	24	24	24	24	24	24	24	24	24	24	24	24
Q14	Pearson Correlation	.413 [*]	-.138	.177	.114	1	.186	.026	-.158	.000	.309	-.294	.249
	Sig. (2-tailed)	.045	.520	.409	.596		.384	.905	.460	1.000	.142	.164	.241
	N	24	24	24	24	24	24	24	24	24	24	24	24
Q15	Pearson Correlation	.000	.099	.316	-.082	.186	1	.552 ^{**}	-.436 [*]	.250	.443 [*]	.000	.385
	Sig. (2-tailed)	1.000	.645	.132	.704	.384		.005	.033	.239	.030	1.000	.063
	N	24	24	24	24	24	24	24	24	24	24	24	24
Q16	Pearson Correlation	.337	.492 [*]	.408 [*]	.496 [*]	.026	.552 ^{**}	1	.201	.276	.611 ^{**}	.362	.760 ^{**}
	Sig. (2-tailed)	.107	.015	.048	.014	.905	.005		.347	.191	.002	.082	.000
	N	24	24	24	24	24	24	24	24	24	24	24	24
Q17	Pearson Correlation	.273	.440 [*]	.055	.577 ^{**}	-.158	-.436 [*]	.201	1	.349	.266	.499 [*]	.483 [*]
	Sig. (2-tailed)	.196	.031	.798	.003	.460	.033	.347		.095	.208	.013	.017
	N	24	24	24	24	24	24	24	24	24	24	24	24
Q18	Pearson Correlation	.237	.594 ^{**}	.079	.408 [*]	.000	.250	.276	.349	1	.620 ^{**}	.366	.670 ^{**}
	Sig. (2-tailed)	.266	.002	.713	.048	1.000	.239	.191	.095		.001	.079	.000
	N	24	24	24	24	24	24	24	24	24	24	24	24
Q19	Pearson Correlation	.456 [*]	.500 [*]	.336	.629 ^{**}	.309	.443 [*]	.611 ^{**}	.266	.620 ^{**}	1	.158	.851 ^{**}
	Sig. (2-tailed)	.025	.013	.108	.001	.142	.030	.002	.208	.001		.461	.000
	N	24	24	24	24	24	24	24	24	24	24	24	24
Q20	Pearson Correlation	.124	.408 [*]	.058	.471 [*]	-.294	.000	.362	.499 [*]	.366	.158	1	.503 [*]
	Sig. (2-tailed)	.562	.048	.788	.020	.164	1.000	.082	.013	.079	.461		.012

Correlations

		Correlations						
		Q21	Q22	Q23	Q24	Q25	Q26	TOTAL
Q21	Pearson Correlation	1	.052	.285	.155	.388	.504*	.672**
	Sig. (2-tailed)		.810	.177	.470	.061	.012	.000
	N	24	24	24	24	24	24	24
Q22	Pearson Correlation	.052	1	.120	.457*	-.076	-.090	.231
	Sig. (2-tailed)	.810		.576	.025	.724	.676	.278
	N	24	24	24	24	24	24	24
Q23	Pearson Correlation	.285	.120	1	.423*	.622**	.257	.704**
	Sig. (2-tailed)	.177	.576		.039	.001	.226	.000
	N	24	24	24	24	24	24	24
Q24	Pearson Correlation	.155	.457*	.423*	1	.392	.241	.611**
	Sig. (2-tailed)	.470	.025	.039		.059	.257	.002
	N	24	24	24	24	24	24	24
Q25	Pearson Correlation	.388	-.076	.622**	.392	1	.628**	.835**
	Sig. (2-tailed)	.061	.724	.001	.059		.001	.000
	N	24	24	24	24	24	24	24
Q26	Pearson Correlation	.504*	-.090	.257	.241	.628**	1	.726**
	Sig. (2-tailed)	.012	.676	.226	.257	.001		.000
	N	24	24	24	24	24	24	24
TOTAL	Pearson Correlation	.672**	.231	.704**	.611**	.835**	.726**	1
	Sig. (2-tailed)	.000	.278	.000	.002	.000	.000	
	N	24	24	24	24	24	24	24

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Reliability

[DataSet1]

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	24	100.0
	Excluded ^a	0	.0
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.790	11

→ Reliability

[DataSet3]

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	24	100.0
	Excluded ^a	0	.0
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.730	6

Questionnaire

Part 1: Social Media and Social Activities: Learners' Preference

Choose one for the answer

Questions	WhatsApp	TikTok	Instagram	X
1. My favorite social media application to learn English:				
2. My favorite social media application to practice English:				
3. My overall favorite social media application (for everything to interact with family or friends, to learn, and to practice English)				

Part 2: Social Media and Language Skills: Learners Preference

Choose one or two of the discussed social media applications (WhatsApp, TikTok, Instagram, and X/Twitter) to learn the skills listed below, according to what you think is the most effective to learn that language skill.

4. Listening
 - WhatsApp
 - TikTok
 - Instagram

- X (Twitter)

5. Speaking

- WhatsApp
- TikTok
- Instagram
- X (Twitter)

6. Writing

- WhatsApp
- TikTok
- Instagram
- X (Twitter)

7. Reading

- WhatsApp
- TikTok
- Instagram
- X (Twitter)

8. Grammar

- WhatsApp
- TikTok
- Instagram
- X (Twitter)

9. Vocabulary

- WhatsApp
- TikTok
- Instagram
- X (Twitter)

Part 3: Perceived Usefulness and Affective Feelings – Social Media

Choose one for the answer according to what you perceived about social media usefulness and affective feeling.

Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
10. Social media is a good application for learning					
11. Social media is a good platform to learn English					
12. I learn English when I use social media					
13. Social media has all the features I need to learn English					
14. I would like to use social media to complement what I do in the classroom					
15. Using social media will make me more					

motivated to
learn English

16. I would enjoy
using social
media for
learning English

17. Social media is a
friendly learning
environment

18. Learning
English through
social media is
effective/helpful

19. I feel
comfortable
when I use
social media for
learning

20. Social media is
easy to use

Part 4: Social Media and Language Purposes

Choose one for the answer

Questions	Always	Often	Sometimes	Rarely	Never
21. How often do you use social media to communicate					

with friends
and family?

22. How often do
you use social
media to
communicate
in English?

23. How often do
you write in
English on
social media?

24. How often do
you speak in
English on
social media?

25. How often do
you read in
English on
social media?

26. How often do
you listen to
the audio in
English on
social media?
