STUDENTS' PERCEPTIONS AND STRATEGIES IN USING SOCIAL MEDIA FOR LEARNING ENGLISH A STUDY AT ENGLISH DEPARTMENT OF STATE ISLAMIC INSTITUTE OF KERINCI ACADEMIC YEAR 2022/2023

A THESIS

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STATE ISLAMIC INSTITUTE OF KERINCI

ACADEMIC YEAR 2022 M

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A THESIS

Submitted as a Partial Fulfillments of The Requirements For Undergraduate Degree at English Education Program in Faculty of Education and Teacher Tarining State Islamic Institute of Kerinci

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Assalamu'alaikum Warrahmatullahi Wabarakatuh

After guiding, analyzing, briefing, and correcting, the writing of Sri Maiyani's thesis (student's number; 1910203032) entitled : **"Students' Perceptions of Strategies in Using Social Media for Learning English A Study At English Department of State Islamic of Kerinci in Academic Year 2022/2023",** we are of the opinion that thesis has met the qualification as one partial fulfilment of the requirements for undergraduate degree in English Education, Faculty of Teacher Training at State Islamic Institute (IAIN) of Kerinci.

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Wassalamu'alaikum Warrahmatullahi Wabarakatuh

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CERTIFICATE OF ORIGINALITY

The researcher hereby declares that thesis entitled " Students' Perceptions and Strategies in Using Social Media for Learning English A Study At English Department of State Islamic Institute of Kerinci" is the researcher's own work and that, to the best of the researcher's knowledge and belief, it does not contain any previously published or written work by another person, or any material that has been accepted in substantial part for the use of students at any other educational institutions, with the exception of those instances where appropriate acknowledgement has been made in this thesis. Any assistance provided to the researcher by others, whether those individuals were coworkers at the State Islamic Institute of Kerinci or not, is gratefully appreciated.

The researcher further states that, with the exception of any areas where it is recognized that other people were involved in the project's idea, design, or style, presentation, or linguistic expression, all intellectual content in this thesis is the result of the researcher's own work.

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APPROVAL AND ACCEPTANCE

This thesis which entitled of **STUDENTS PERCEPTIONS AND STRATEGIES IN USING SOCIAL MEDIA FOR LEARNING ENGLISH A STUDY AT ENGLISH DEPARTMENT OF STATE ISLAMIC INSTITUTE OF KERINCI ACADEMIC YEAR 2022/2023** by **Sri Maiyani** with students' number **1910203032** has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on 2023 This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

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ABSTRACT

Sri Maiyani : **Students' Perceptions and Strategies in Using Social Media for Learning English A Study at Department of State Islamic Institute of Kerinci Academic Year 2022/2023**

Advisors : **1. Dr. Dairabi Kamil. M.Ed.**
2. Okti Wilymafidini, S.S, M.Pd.

Key words : *Social Media, English Language Learning, Students' perceptions, Learning Strategies.*

This study was aims to know students' perceptions of strategies in using social media for learning English by the students of English Department at State Islamic Institute of Kerinci.This study used an explanatory sequential mix method design to determine how social media is used for English language acquisition. In order to gather data, the researcher used surveys first, followed by semi-structured interviews. 36 students participated in the questionnaire and were interviewed, with five students being purposefully chosen among the participants who met the criteria by responding to the questionnaire. Descriptive statistics were used to assess the results of the questionnaire, and data analysisby Miles & Huberman (1994) was used to examine the information from the interviews. The findings indicates there are two types of social media students used namely social networking sites and virtual game world and it find kinds of social media applications they used, the majoriry of students used Youtube, Instagram and Whatsapp as the learning media. Students showed positive attitude towards social media as English learning tools. Additionally, the results show that the strategy of students in using social media for learning English such as watching English movies or videos, learning by Instagram posts, listening to conversations and engage in conversations when learning English on social media. The social media offered many advantages that interfered students in learning English such as make learning be easier, provides lots of materials and provided opportunity of language exchange with native speakers and another learners from around the world.. However, there are various challanges that may prevent students from using social media for learning such as network issue and distraction from another things on it. The social media and the strategies of learning plays an important role to enhance their English langauge skills.

ABSTRAK

Sri Maiyani	**: Persepsi dan Strategi Mahasiswa Dalam Menggunakan Media Sosial Untuk Belajar Bahasa Inggris Sebuah Penelitian di Jurusan Bahasa Inggris Institut Agama Islam Negeri Kerinci Tahun Pelajaran 2022/2023.**
Pembimbing	**: 1. Dr. Dairabi Kamil. M.Ed.** **2. Okti Wilymafidini, S.S, M.Pd.**
Kata Kunci	**:***Media Sosial, Pemebelajaran Bahasa Inggris, Persepsi Mahasiswa, Strategi pembelajaran.*

Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa tentang strategi dalam menggunakan media sosial untuk pembelajaran bahasa Inggris oleh mahasiswa Jurusan Bahasa Inggris Institut Agama Islam Negeri Kerinci. Penelitian ini menggunakan desain explanatory sequential mix method untuk mengetahui bagaimana media sosial digunakan untuk bahasa Inggris Akuisisi. Untuk mengumpulkan data, peneliti menggunakan survei terlebih dahulu, diikuti dengan wawancara semi terstruktur. 36 siswa berpartisipasi dalam kuesioner dan diwawancarai, dengan lima siswa sengaja dipilih di antara peserta yang memenuhi kriteria dengan menanggapi kuesioner. Statistik deskriptif digunakan untuk menilai hasil kuesioner, dan analisis data oleh Miles & Huberman (1994) digunakan untuk menguji informasi dari wawancara. Hasil temuan menunjukkan ada dua jenis media sosial yang digunakan siswa yaitu situs jejaring sosial dan dunia game virtual dan ditemukan jenis aplikasi media sosial yang mereka gunakan, mayoritas siswa menggunakan Youtube, Instagram dan Whatsapp sebagai media pembelajaran. Siswa menunjukkan sikap positif terhadap media sosial sebagai alat pembelajaran bahasa Inggris. Selain itu, hasil penelitian menunjukkan bahwa strategi siswa dalam menggunakan media sosial untuk belajar bahasa Inggris seperti menonton film atau video bahasa Inggris, belajar melalui postingan Instagram, mendengarkan percakapan dan terlibat dalam liputan ketika belajar bahasa Inggris di media sosial. Media sosial menawarkan banyak keuntungan yang mengganggu siswa dalam belajar bahasa Inggris seperti membuat belajar menjadi lebih mudah, menyediakan banyak materi dan membuka peluang pertukaran bahasa dengan penutur asli dan pelajar lain dari

seluruh dunia. Namun, ada berbagai tantangan yang dapat menghalangi siswa dari menggunakan media sosial untuk belajar seperti masalah jaringan dan gangguan dari hal-hal lain di dalamnya. Media sosial dan strategi pembelajaran memainkan peran penting untuk meningkatkan keterampilan bahasa Inggris mereka..

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DEDICATION

I dedicated this thesis for

My beloved Allah SWT and prophet Muhammad SAW.

My fabulous parents and my good brother who always

Supporting and praying for my best.

My friends who always encouraged me to finish this thesis.

MOTTO

قُلِ انْظُرُوْا مَاذَا فِى السَّمٰوٰتِ وَالْاَرْضِ

ۗوَمَا تُغْنِى الْاٰيٰتُ وَالنُّذُرُ عَنْ قَوْمٍ لَّا يُؤْمِنُوْنَ

Meaning :

Say : “Behold all that is in the heavens and the earth,” but neither Ayat (proofs, eveidences, verses, lessons, signs, revelations, etc.) nor warners benefit those who believe not.

Artinya :

Katakanlah, “perhatikanlah apa yang ada di langit dan di bumi!” Tidaklah bermanfaat tanda-tanda (kebesaran Allah) dan rasul-rasul yang memberi peringatan bagi orang yang tidak beriman.

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Sungai Penuh, April 2023

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CHAPTER I

INTRODUCTION

A. Background ofthe Problem

Modern society nowadays is almost impossible not to be exposed to social media. Whether itrealize or not, social media with all its content has become a part of human life. Along with the times, the presence of social media is increasingly diverse and growing. The use of social media today has grown so rapidly along with advances in communication technology, where people are faced with many choices to be able to convey/access social media.

The use of web-based and mobile technology to transform communication into an interactive discussion is referred to as social media. Magazines, Internet forums, weblogs, social blogs, microblogging, wikis, podcasts, images or pictures, videos, ratings, and social bookmarking are just a few of the various formats that social media can take. It goes without saying that social media platforms like Facebook, Twitter, Orkut, MySpace, Skype, and others are heavily used for communication given that the globe is in the midst of a social media revolution(Baruah, 2012). Besides for communication use social media also used for entertain it's self and for educational purposes.

Social media in education are used to foster learning by allowing for social interactions, active participation, and engagement of students in classroom

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discussion, (blended/online courses and social media solutions) (Williams, et al., 2017-90). Especially in English learning students can learn much and also the educators as well because they can find teaching material and also apply those material in the class. By utilizing Social media students will be more active in exploring and innovating so that they can make their own creativity. The ease of accessing information digitally makes them more independent because they can find or access the content relate to the lesson or sharing with their mates through Social media (Friedman ; 2013-4).

Because English is seen as an international language and is used by people all over the world to connect with one another, it is one of the languages that is frequently used in social media. Students in particular use English as a foreign language in Indonesia, since it is only taught in specific settings like schools, universities, or courses as one of the subjects offered there. English language learners believe that mobile learning can enable them to learn anywhere and at any time since they utilize their mobile devices to communicate with one another on social media (Ayuningtyas in Al Arif ; 2019-225). Students may use youtube for the subject-related materials and also utilize the eLearn's Blog, forum or wiki tools because of the subject requirements, or access facebook or other social media tools for their own process. Students were not only using Facebook formally for required course-related learning by peer interactions (students-students), but also informally for non-required course related matters (Li ; 2017-149).

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In the EFL context, the use of Social media provides some opportunities to develop students' English langauge skills.(Anwas, et al ; 2020-48) by using social media students can access English contents like texts, audios, videos and even practice their English with foreigners. Because English words are not pronounced they way they are spelled, audio visual contents provides a perfect example on how to pronounce them properly. In this case students also can visually observe how the speaker's lips move to produce the proper pronounciation. Then, using the textual contents created, students are expected to practice reading and learn how to write grammatically correct sentences. Then also by practice with foreigners students can enhance their speaking skills.

The Social media help the students to improve their English skills from the content of the Social media that is more varied and this encourages students in English language lerning using Social media (Al Arif ; 2019-231). For students various types of Social media contents and communication can be learning media to practice English. The media can communicate cross geographical with everyone even with native. The advantages of the media is minimalizing of shyness such as verbal communication in English. Social media can be used for daily practicing to improve English skills (Anwas, Sugiarti and Permatasari ; 2020-43).

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Besides providing opportunities to develop students' English language skills, some ELT studies investigating Social media and found out that Social media is a remedy for reducing students affective filters. It is also known as negative psychological factors such as anxienty, lack motivation, boredom and frustation, which have a substantial impact on students' language learning prosess (Zayed & Al-Ghamidi ; 2019).

Studies on how Indonesian students use the social media for learning English are scrace conducted especially in State Islamic Institute of Kerinci and hardly find in English Department. Based on the observation of the researcher and it's self, students at State Islamic Institute of Kerinci are fammiliar with social media as well for English department students. They use social media for many purposes such as for communication, accessing information, entertaiment and educational purpose such as learning English. The lecture need to know how students use the social media and what they perceived while using it for learning English. So we can anaylize and know the use of social media for learning English and might use social media in classroom as learning tools.

Based on the explanation above. The researcher interested carry out a research about "Students' Perceptions and Strategies of Using Social Media for Learning English (A Study At English Department Of State Islamic Institute of Kerinci Academic Year 2022/2023)."

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B. Identification of the Problem

Based on the background above, several problems can be identified namely :

1. Social media have positive and negative impact (the advantages and challages)
2. Knowing students' perception and strategies of using Social media for learning English can helps lectures to create such a creative teaching and learning.
3. The study about students' perceptions and strategies of using Social media for learning English is hardly available conducted in IAIN Kerinci, particularly at the English Department.

C. Limitition of the Problem

Based on the identification of the problems that have been described, this research be limited to The used of social media for learning English in the third year of English department of State Islamic Institute of Kerinci Academic year 2022/2023

The researcher choose English Department students in third year because they might experienced learning English through social media for enhance their language skills and also because they already participated in research as participant, so it will be easier to cooperate with them.

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D. Research Questions

Based on the limition of the problem above the researcher formulates research questions as folllows:

1. What are types of social media are used by the students in learning English?
2. What are the students' perceptions of using Social media for learning English?
3. What are students' learning strategies in using Social media for learning English?
4. What are the advantagesthat students' perceived of using Social media for learning English?
5. What are the challanges that students' perceived of using social media for learning English?

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E. Purposes of the Research

The purposes of this study is to know what social media are used by the students ,student's perception and strategies in using Social media for learning English as well as the advantages and the challages that students' perceived of using Social media for learning English.

F. Significance of The Research

The research result is estimated to provide the following benefits:

a. For students, the results of this study are intended to motivate them to learn English, because they can use social media to learn English anytime and anywhere.
b. For lectures, the results of this research are supposed to give information for lectures to create creatives teaching and learning using Social media in the class. Because Social media is believed to have many benefits for enhancing students' English language skills.
c. For the researcher, this results of study are supposed to give information and insight about students' perceptions and strategies of using Social media for learning English and to do future study that focuses on particular abilities and Social media.

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G. Definition of Key term

1. Social Media

Social media are medium in the form of websites and applications involving internet-based technology (Triastuti, Andrianto & Nurul ; 2017-16). The term Social Media refers to the use of web-based and mobile technologies to turn communication into an interactive dialogue. Social media takes on many different forms including magazines, Internet

forums, weblogs, social blogs, microblogging, wikis, podcasts, photographs or pictures, video, rating and social bookmarking. (Baruah, 2012).

2. Perception

Etymologically, perception comes from the Latin perception; from *percipere,* which means to receive or take (Sobur; 445-2010). The term perception is usually used to express the experience of an object or an event that is experienced. This perception is defined as a process that combines and organizes our sensory data (sensing) to be developed in such a way that we can be aware of those around us, including being aware of ourselves (Saleh; 2004-110).

3. Learning Strategies

Learning strategies are the methods students use to acquire information (Dembo ; 2004-13). Oxford (1990) defines learning strategies as " spesific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new sitiations".

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoritical Review

1. Perception

a. The definition of Perception

Etymologically, perception derived from Latin perception; from *percipere*, which means to receive or take (Sobur; 445-2010). The term perception is usually used to express the experience of an object or an event that is experienced. This perception is defined as a process that combines and organizes our sensory data (sensing) to be developed in such a way that we can be aware of those around us, including being aware of ourselves (Saleh; 2004-110). While in Oxford perception is the interpreation of sensory information using both the raw data detected by the senses and previous experience.

In addition the interpretation of an item, event, or piece of information that is based on the life experience of the individual performing that interpretation is another way to define perception. They will interpret the encounters brain to spesific impressions, which may vary from one to the next. Thus it also can be said that perception as the meaning of observations (Gulo in Sobur ; 2010-446). Simply put perception is the process through

which information is interpreted by people utilizing their senses. People utilize their sense and brains to observe objects when they are present, and then the information is viewed as intent and influence how people react to it, wheather favorably or unfavorably way.

Based on the explanation above, it can be concluded that perception is the ability of the five senses to interpret the surrounding environment so that it can iterpret a situastion that has been observed.

b. The Process of Perception

Perception does not occur in one second, but occurs through a complex process of the individual. According to Walgito (in Normelani, et al; 2020), the formation of perception through a process flow, which starts from the object that causes the stimulus and the stimulus hits the senses or receptors. Then the stimuli received by the sense organs are continued by the sensory nerves to the brain. Furthermore, there is a process in the brain, so that the individual can realize what he received with the receptor, as a stimulus he received. The process that occurs in the brain / center of consciousness is called the psychological process. At the last stage of the perceptual process, the individual is aware of what is received through the senses (receptors).

According to Sobur, there are three main components in the perception process:

1. Selection, is the process of filtering by the senses against external stimuli, the intensity and type can be a lot or a little.

2. Interpretation, namely the process of organizing information so that it has meaning for someone. Interpretation is influenced by various factors, such as past experience,value system adopted, motivation, personality and intelegence. Interpretation also depends on a person's ability to categorize the informationhe receives, namely the process of reducing complex information into simple ones.

3. Interpretation and perception are then translated in the form of behavior as a reaction (Depdikbud, 1985, in Soelaeman 1987).

So the perception process is to select, interpret, and round off the information that arrives.

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c. Factors Affecting Perception

A person's perception does not just arise, of course there are factors that influence it. According toDavid Krech and Richard S. Crutchfield call it functional factors, situational factors, structural factors and personal factors. Functional factors are factors that are personal, where factors are factors that influence a person's perception which these factors consist of experience,

motivation and personality. The third is the factor in which the first-mentioned word will direct the next assessment, and the last is the structural factor, which is a factor outside the individual such as environment, culture, and social norms that greatly influence a person in perceiving something (Shambodo; 2020-101).

(Retiyanti Prestijo in Arifin, Fuady & Kuswarno; 2017-92) revealed that the factors that influence perception can be grouped into two main factors, namely internal factors which include experience, needs, assessments and expectations and external factors which include external appearance, the nature of the stimulus and the environmental situation. Meanwhile, Toha (2003) suggests the factors that influence a person's perception, the first is internal factors where these factors include feelings, attitudes and individual characteristics, prejudices, desires and expectations, focus, learning processes, physical conditions, mental disorders, values and beliefs. needs as well as interests and motivations. The second is external factors, which include family background, information obtained, knowledge and needs around, intensity, size, oppositeness, repetition of motion, new and familiar things or unfamiliarity of an object. From the statement above, it can be concluded that there are two main factors that influence a person's perception, namely factors from oneself and environmental factors.

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2. Strategy

a. The Definition of Strategy

Etymologically, strategy comes from the Greek language, which means "military expertise". In a military environment, strategy describes the maneuvering of troops to a position before the position is in this position (Purmanto, 2006;74). Basically the term "strategy" is often used in the military, especially during wars to arrange tactics to achieve victory in the war. However, along with the times and the increase in knowledgestrategy has entered all aspects of life, both in one's personal life in achieving success and the success of an organizational group. Every human activity if it wants its goals to be realized then all processes in achieving these goals must be considered and considered from the beginning of planning a strategy to implementing the strategy (Prasojo; 2018-1). So it can be concluded that the strategy is the way that individuals or groups do in the process to achieve a success or goal.

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b. The Definition of Language Learning Strategies

Every learning process requires a manner or strategy to be adapted in order to achieve the main purpose of learningAnother term for methods of learning is learning strategies. Learning strategies are the methods students use to acquire information (Dembo ; 2004-13). Oxford (1990) defines learning strategies as “ spesific actions taken by the learner to make learning

easier, faster, more enjoyable, more self-directed, more effective and more transferable to new sitiations". Additionally (O'Malley and Chamot;1990-43) defined learning strategies as "techniques and devices used by second language learners for remembering and organizing samples of the second language. One of the ways learners become actively involved in controlling their own learning is by using strategies. Strategies are the thoughts and behaviors that learners use to help them comprehend, learn or retain information".

So from the theory above it can concluded that language learning strategies is the ways of language learners make learning easier, faster, enjoyable and more effctive to achieve the main purpose of learning.

3. Social Media

a. Definition of Social Media

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Social media is media in the form of sites and applications that involve internet-based technology (Triastuti, Andrianto & Nurul; 2017-16). The term social media refers to the use of web and mobile-based technologies to turn communication into interactive dialogue. Social media is a superset that goes beyond social communication and is a medium for social interaction. Social media has been made possible by widely used and scalable communication methods. Significantly alteredthe ways in which organizations, communties talk each other. Social media has many distinct

guises, formtas such as publications, online discussions boards, weblogs, and Social wikis, podcast, wikis, blogs, microblogging, and video. This new form of media makes the tranfer of text, photos, audio, video, and information in general inceasingly fluid among internet users.

According to Tuten and Solomon (2015), “Social media are the online means of communication, conveyance, collaboration, and cultivation among interconnected and interdependent networks of people, communities, and organization enhanced by technological capabilities”. Meanwhile, according to Andreas Kaplan and Michael Haenlein define social media as a group of internet-based applications that build on 2.0 technology and ideological foundations and that allow the creation and exchange of user-generated content. Social Media is a site where anyone can create a personal web page, then connect with friends to share information and communicate. The largest social networks include Facebook, Myspace, and Twitter (Cahyono ; 2016-142).

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So from the definition provided above, it may be inferred that social media refers to a group of online platforms and technologies that individuals use to exchange information, including profiles, opinions, insight, experience, and material. Additionally social media are communication instruments or channels that are used to collect, share, and discuss information in internet.

b. Types of Social media

Types of Social Media Kaplan & Haenlein (2010), classified social media as follows:

1) Collaborative Projects. They let multiple users to create content simultaneously and collaboratively, enabling the building of enormously useful databases. The best example of this kind is Wikipedia. There are users from all over the world who collaborating to create the largest free encyclopedia ever made human.
2) Blogs. The most recent posts are displayed first on their internet platform, which presents material in reverse chronological order. It is a forum where a writer or group can express their opinions on everything from personal experiences to summaries of pertinent data about a particular issue. Blogs typically provided a comments section where readers and writers could communicate one another. Blog posts often contain text, images, videos, and other media animated-gif. These locations are of the tumbler and medium varieties.
3) Content communities. The main objective of content communities is the sharing of media content between users. They are programs that let users to distribute materials like Power Point presentations, videos, and images. On this website, users are not needed to set up a personal profile page. If they make it, the page merely displays the most basic data, such as the quantity of content they have shared. The user may also rank or comment on the

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stuff that they have accessed. While Instagram and Slideshare were developed to share Power Point presentations, YouTube is a content sharing website that concentrates on sharing videos.

4) Social networking sites. Users can connect with others using these applications by inviting them, producing and sharing personal content like blogs, videos, and audio files, become multipurpose websites. Social networking sites include Twitter and Facebook, for instance.. These applications are very popular among young generation due to their uses and interesting display.
5) Virtual game world. The sosial media that makes an individual who formed in a 3D circle (online game) and appeared and interact with others in personalized avatar form desired. For example world of Warcraft.
6) Virtual sosial world. The sosial media that slightly opposite to virtual games world, where the users present themselves with avaratars simmilar to real life. Users interact with 3 D environment with other users by creating itself looks really looks real with real world life mostly used to do -commerce. For example Second Life.

C. The Advantages of Social Media

Social media known provided lots of advantages for English learners. In some studies it's found some positive impact of social media for learning

English. Manca (2019) stated several advantages of social media for learning English as below:

1) Access to Authentic materials. Social media provided access to a wealth of authentic English language content, including posts, comments, videos and podcasts. These materials can help learners improve their listening, reading, and comprehension skills.
2) Interactive Learning. Social Media allows learners to engage in interactive learning experience, such as discussions, debates, and collaborative projects. This type of learning can help learners improve their speaking, writing, and critical thinking skills.
3) Opportunity for Language Exchange. Social media platforms provide opportunities for language learners to connect with native English speakers and other learners around the world. This allow learners their language skills in areal world context and receive feedback from others.
4) Personalized Learning. Social media platform offer personalized learning experiences, as learners can choose to follow and interact with content that is relevant to their interest and needs. This can help learners stay motivated and engaged in the learning process.
5) Accessible and Convenient. Social media platforms are accessible and convenient, as learners can access them from anywhere and at anytime.

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This allow learners to fit language learning into their busy schedules and to learn at their own pace.

6) Exposure to different Accents. Social media provides access to content from a variety of English speaking countries, exposing learners to different accent and dialect. This can help learners improve their listening and comprehension skills, as well as their ability to communicate with people from different regions.
7) Continuous Learning. Social media allow learners to engage continuous learning, as they can access English Language content and practice their English skills on a daily basis. This can help learners build and maintain their language proficiency over time.

D. The challenges of Social Media

Besides provided advantages, social media also have some challenges that student may face while learning on social media. Boyd & Ellison (2015) stated some challages of social media as media for learning for English learners:

1) Authenticity and Reliability of content. While social media platforms provide access to authentic English Language content, not all content is reliable or accurate. Learners may encounter slang, regional dialects, or grammatical errors that are not appropriate for formal learning environments.

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2) Distractions and Time Management. Social media can be a distraction, and learners may find it challenging to stay focused on learning when they are surrounded by other type of content and notifications. Additionally, learners may find it difficult to manage their time effectively, as social media can addictive and time consuming.
3) Privacy and Safety Concerns. Social media platforms may pose privacy and safety concerns for learners , particularly if they are communicating with strangers or sharing personal information. Learners should take precautions to protect their personal information and avoid engaging with people they do no know.

E. Social Media in English Language Teaching

Social media is essentially a form of media that allow users to share knowledge with others in a simple and organized manner using a variety of electrical and rechargeable devices, such as tablets, smartphones, and computers. It is typically employed for worldwide awareness and communication (Kaplan, Andreas & Michael in Khan, Ayaz & Faheem ; 2016-591). The emergence of social media over the last decade has undoubtedly impact the way people around the world interact each other. These social media technologies have also caused a paradigm shift in education all over the world resulting in emphasis on new parameters in education. It is inevitable that this new generation of digital natives have

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certain expectations about the way they believe learning should be practiced and how it should envolve to have social media as an integral part of this learning process (Allam & Elyas ; 2016-1).

In the EFL context, the use of Social media provides some opportunities to develop students' English langauge skills. It is the fact that English is one of the languages that mostly used in Social media, because English is known as international language that is used all over the world to communicate each other.

English in Indonesia is used by people especially the students as the foreign language, where the students will get English in just certain places ike school, courses, or universities as one of the available subjects in that places. English learners use their mobilepone in which Social media to communicate each other and they believe that mobile learning can fasilitate them to learn anywhere and anytime (Ayuningtyas in Al Arif ; 2019-225). Students may use youtube for the subject-related materials and also utilize the eLearn's Blog, forum or wiki tools because of the subject requirements, or access facebook or other social media tools for their own process. Students were not only using Facebook formally for required course-related learning by peer interactions (students-students), but also informally for non-required course related matters. Except these students might have their own preference of the tools and access frequency for English learning (

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Li ; 2017-149). The Social media help the students to improve their English skills from the content of the Social media that is more varied and this encourages students in English language lerning using Social media (Al Arif ; 2019-231).

For students various types of Social media contents and communication can be learning media to practice English. The media can can communicate cross geographical with everyone even with native. The advantages of the media is minimalizing of shyness such as verbal communication in English. Social media can be used for daily practicing to improve English skills (Anwas, Sugiarti and Permatasari ; 2020-43).

Besides providing opportunities to develop students' English language skills, some ELT studies investigating Social media found out that Social media is a remedy for reducing students affective filters. It is also known as negative psychological factors such as anxienty, lack motivation, boredom and frustation, which have a substantial impact on students' language learning prosess (Zayed & Al-Ghamidi ;2019).

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B. Previous Studies

The first research was conducted by Lesi Amiiroh, a Jambi University student in 2020. With the title "Students' Perceptions of the Use of Whatsapp Social Media in Online Learning During theCovid-19 Pandemic". This study aims

to determine how students' perceptions ofthe use of whatsapp social media in online learning in the future Covid-19 pandemic. This type of research is descriptive qualitative whichdescribe students' perceptions of the use of social media WhatsAppon online learning. The data collection techniques inThis study used questionnaires and interviews. The data in this study is a description of students' perceptions of the use of WhatsApp social media in online learning during the Covid-19 pandemic. The data sources in this study were students who were using WA in online learningonline.The results of the research and discussion show that students' perceptions varydifferent but havethe same core to the use of WhatsApp on Androidonline learning, both on features that are often used, features thatwant to use, the advantages and disadvantages of using WhatsApp, to suggestionsto the teacher.

The difference between this reserach and the present reserach is that this research only focuses on one social media, namely Whatsapp, while in the present reserach it will covers all social media, while the research similarities are both to describe students' perceptions of the use of social media for learning.

The second related study was done by AlShoaibi & Shukri (2017) entitled “Foundation Year Students’ Perceptions of Using Social Network Sites for Learning English in the Saudi Context.” The major aim of this study is to better understand the university students’ perceptions and attitudes towards using social network sites for learning English as well as to identify if there is a difference

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between male and female university students in terms of using social networking sites for learning English inside and outside the classroom. The study also attempts to identify the social networking sites that are most frequently used by male and female university students in order to learn English. The participants of this study were 20 female and male foundation year students at King Abdul Aziz University in Jeddah, Saudi Arabia. The tool of the study was a questionnaire. The finding of this study showed that male students had positive perceptions and attitudes toward using social network sites for learning English more than female students who had negative perceptions and attitudes. The results also showed that YouTube website was the most frequently used social network site for learning English by male students while the majority of the female students did not have any favorite social network sites because they did not use social network sites for learning English.

The difference between thisresearch and the present reserach is this research used aqualitative methods while inpresent research used an explanatory sequential mix method research. The similarities is to knowing students' perceptions of using Social media for learning English.

The third related study was done by Tubagus Zam Zam Al Arif (2019) entitled "The Use of Social Media for English Language Learning: AnExploratory Study of EFL University Students." This study aimed to examine the use of social media in English language learning. The researcher used exploratory study to investigate the use of social media for English language learning. The participants

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of this study were sixty-seven students of English department program at Jambi University. Questionnaire and semi-structured interview were conducted to gather the data. The researcher analyzed the data from questionnaires using basic statistical analysis, and the data from interviews were analyzed using phenomenological case analysis combined with coding thematically. The result revealed that some social media applications especially Instagram and Facebook are mostly used by the students. Accordingly, the students spent more time in using social media for general purposes than English learning purposes. Nevertheless, they still showed positive attitudes towards the use of social media in English language learning.

The difference between thisresearch and the present reserach is this research used an exploratory research methods while inpresent research used an explanatory sequential mix method research. The similarities isto knowing students' perceptions of using Social media for learning English.

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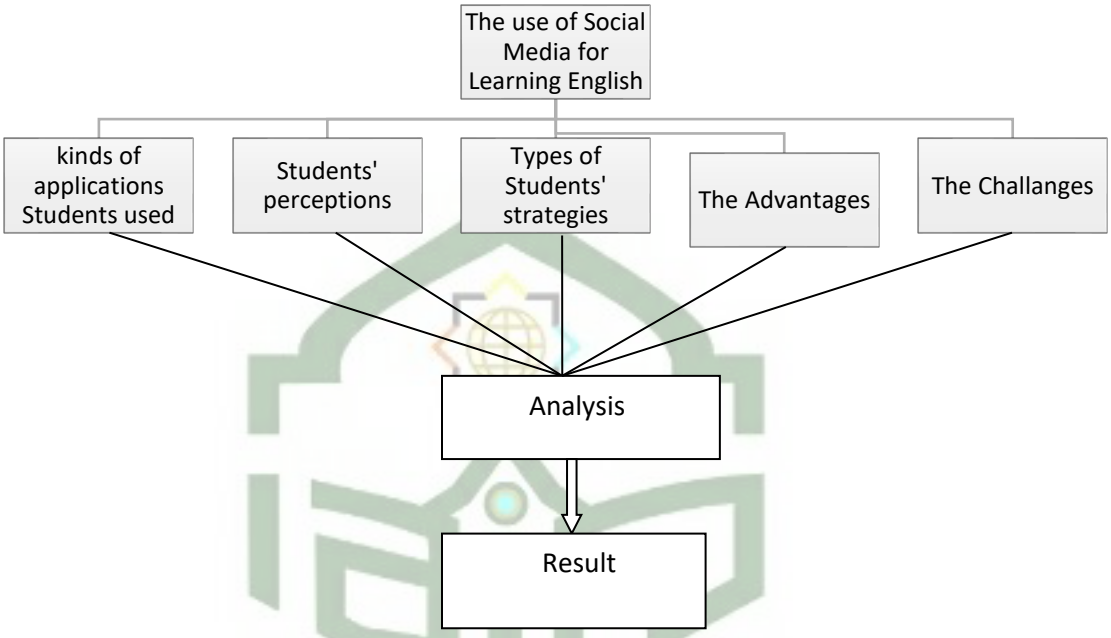
C. Conceptual Framework



Based on the framework above, this reasearch is conducted to knowing The use of social media for learning English. This aims to find out what applications students use, students' perceptions and types of strategies they used for learning English on social media as well as the advantages and challanges of social media for leaning English. By knowing students' perceptions of the use of social media for learning English as well as the advantages and challanges that students perceived and their type of learning strategies on social media, we can analyse what students' perceived and how students develop their English skills through social media. Furthermore the educators also may create such a creative learning media by knowing

The use of social media for learning English and apply in the classroom learning Englishwithsocialmedia.

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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used an Explanatory Sequential Mix Method Design. According to Creswell (2014)The explanatory sequential mix methods involves a two-phase project in which the researcher collect quantitative data in the first phase, analyzes the results, and then uses the result to plan (or build on to) the second, qualitative phase. The research involved collecting survey data in first phase, analyzing the data, and following up with qualitative interviews to help explain the survey responses.

Mix method is chosen because this study aims to find out students perceptions and strategies of the use of Social media for learning English, including the kinds of applications they use, which applications they use the most as well as the advantages and challenges they face of using Social media. At the first phase the researcher used survey to collect the information about the students who use social media for learning English and which applications they use the most. After gained the information from survey, the researcher interviewed some students who use Social media for learning English to know their perceptions and strategies as well as the advantages and challenges of social media for learning English.

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B. Research Setting

This research was conducted at IAIN Kerinci, which is located in the city of Sungai Penuh, Jambi Province. The researcher conducted the research at the Faculty of Education and Teacher Training, specifically on third year English department students.

C. Participants

1. Quantitative :The quantitative part involved 36 students of the third year of English Education program at State Islamic Institute of Kerinci in Academic year 2022-2023 to answer the survey questionnaire.
2. Qualitative : The qualitative part involved 5 purposively selected participants who based on the survey :

   a)Had social media

   b) Used The Social media for learning English

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D. Techniques of Data Collection

Data collecting technique explain the way researcher used to gather the data related to the focus of the research. In this study two instruments were used for gaining data as follow:

1. Quantitative

In quantitative the researcher used survey to collect the information. A "survey" is systematic method for collecting information for the purposes of constructing quantitative descriptors (Groves, et al.., ; 2009-1).This study used questionnaire to gain the information relate students that using social media and using social media for learning English as well as what applications of social media they use the most and their behaviors of using social media for learning English.

Questionnaire is a data collection technique that is done by giving a set of questions to get the information from participants (Sugiyono ; 2020-199). The questionnaires contained close-ended questions. Close-ended questioners is use to collect the responses from the participants that mostly likely represent their view (Sinicalco & Auriat ; 2005).

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First, the participants are asked to fill their personal information including name, gender, class, and Whatsapp number. Next students are asked to answer several questions relate to their behaviors of using social media for learning English.

2. Qualitative

In qualitative the researcher used interview to collect the information. Interview is a data collection technique by way of

interviewing selected individuals as a respondent. The interview mostly used if the researcher wants to know from the respondents something in deeply and the number of respondents is small (Sugiyono ; 2020-195). Furthermore, it is a direct face to face attempt to obtain reliable and valid measures in the form of verbal responses from one or more respondents.

In this research, semi-structured interview are chosen as an interview method. This method allows new questions to appear because of the answers given by the respondents (Alijoyo, Wijaya & Jacob ; 2017-1). The researcher chosen this type of interview because the questions can be developed base on the participants' answers and their current situation. Interview is apply in collecting the data about students' perceptions and strategies of using social media for learning English as well the advantages and challenges of Social media.

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E. Research Instruments

1. Questionnaire

   Questionnaire is a data collection technique that is done by giving a set of questions to get the information from participants (Sugiyono ; 2020-199). The questionnaires contained close-ended questions. Close-ended questioners is use to collect the responses from the participants that mostly likely represent their view (Sinicalco & Auriat ; 2005).

In this research, the researcher adopted questionnaire by Muetia Safitri (2021). The questionnaire have 6 items which consisted students' behaviors of using social media (see Appendix I)

2.Interview guide

An interview guide is a document that enables organizations to structure the way the they conduct their participant interviews. It helps interviewers to know what to ask about in and in what order and it ensures a participant experience that same to others (Neelie Verlinden, The Interview Guide: 7 Key Elements, 2022, https:cv//www.aihr.com). The interview guide has eight items that will be apply in interview session.

In this research, the researcher adopted interview guide by Arif (2019)Because the interview guideline by Arif (2019) could help the researcher to find the data.. The interview guide have 8 items which consisted what social media that can help students to enhance their English skills, their perception and strategies as well as the advantages and challenges students perceived of using social media for learning English (see Appendix II).

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F. Techniques of Data Analysis

1. Quantitative

   In quantitative the researcher aim to find the applications of social media that the students use, and the applications that they use for learning English. The quantitative data from quetionnaire was analyzed using descriptive statistics through frequency and percentage. The percentage was copied from Google form result. Then the researcher interpreted the data on the table.

2. Qualitative

   The qualitative data from interview analyzed by using thematic analysis by Miles & Huberman. According to Miles & Huberman (1994)analysis can be define as consisting three current flows of activity that is data reduction, data display, and conclusion drawing/verification.:

   1.) Data Reduction

   Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript.

   2.) Data Display

   Generally a display is an organized, compressed, assembly of information that permits conclusion drawing and action.

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3.) Conclusion Drawing

Final thing is conclusion drawing. Conclusion also verified as the analysis proceeds. Verifications may be as a brief fleeting second thought crossing the analyst' mind during writing, with a short excursion back to the field notes, or it may be through and elaborate, with lengthy argumentations and review among colleagues to develop "Intersubjective consensus," or with extensive efforts to replicate a finding in another data set.

G. Trustworthiness

1. Triangulation

Triangulation is the process if comparing information from several sources using interview and document data. Additionally, data from diverse informants will be examined. According to William Triangulation is a technique of checking the validity of the data that can take advantage of the other sources than the data for checking purposes or as a comparison to the data obtained from data collection techniques (Sugiyono, 2020)

The method of triangulation the researcher will employ is source triangulation, whereby the researcher will compare the findings with key informants that the researcher has chosen in order to ensure the accuracy of the data.

2. Member Checking

Member checking is testing the possibility of different conjectures and developing tests to check the analysis, by applying them to the data, and by asking questions about the data. The purpose of member check is to determine the suitability of the data provided by the data source (Anggraeni & Suryono ; 2013).

Member check will carry out after a period of data collection is complete, or after getting a conclusion. After the data is mutually agreed, then the data will be given and asked to sign, to be more authentic.

3. Observation Extension

Extension of observation is an activity carried out by the researchers in which researchers return to the field to observe data sources that have been encountered. With the extension of this observation, the relationship between the researcher and the resources will be closer, more open, trusting each other so that no information is hidden anymore (Sugiyono, 2020).

Observation Extension will carry out after a period of time when the data collection is complete. This aims to make sure the credibility of data.

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CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

The study was carried out to learn about students' perceptions of strategies in using social media for learning English. The third year students of State Islamic Institute of Kerinci from English Department were chosen.

There were 36 students who were asked to fulfill the questionnaire and 5 students were chosen from the total number of participants as the interviewees are asked to share their thoughts, experiences and the strategies as well in using social media for learning English.

A. Research Findings

As previously stated in chapter I, this research aims to find out students perceptions of strategies in using social media for learning English. First, the researcher shared the quetionnaire by Whatsapp group and asked the students to fulfill the quetionnaire to find the students who used social media and kinds of social media they used for learning English.

Based on the quetionnaire result, the researcher choosed 5 students to be interviewed. The researcher choosed these 5 students because they can provide the information the researcher needed. After finding informants according to the required data, the researchers conducted interviews with several students at the

sixth semester of English Department of State Islamic Institute of Kerinci to collect data.

From the results of the interviews, it show students have positive perceptions towards social media as learning tools. Furthermore the reseacher found students have different ways of learning English using social media. Based on the interviews the reseacher found several advantages thatstudents perceived in using social media for learning English. However the reseracher also found that students also faced some challanges in using social media for learning English.

1. Types of Social media students used for Learning English

Based on the questionnaire result. The researcher found two types of social media that students used. Majority of them used social networking site and following up there is only one student who used virtual game world. Furthermore it found that mostly students used multiple kinds of social media application for learning English, as the table below.

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Social Media That students for Learning English

Types of Social Media	Kinds of Social Media Application	Percentage	Frequency
Social networking sites	Facebook	11,1%	4
	Instagram	77,8%	28

	Youtube	88,3%	30
	Twitter	13,9%	5
	Whatsapp	41,7%	15
	Tiktok	13,9%	5
	Tandem	2,8%	1
Virtual game world	Game online	2,8%	1

The table above depicts the frequency with which social media is used for learning English. The majority students (88,3%) said they use Youtube to learning English. Following that, 77,8% of students said they learn English on Instagram, and 41,7% said they learn English on Whatsapp, and there are 13,9% of students they use Twitter and Tiktok. On the other hand, only a minority students use Facebook, Tandem and Game online to learn English. So the researcher concluded that mostly students prefer Youtube,Instagram and Whatsapp as the media for learning English.

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Futhermore the same question is asked to students who were interviewed by the reseracher, the students were asked what kinds of social media they used and the reason they used it. As one students expressed ;

> “Tandem dan Youtube. Karena di dalam aplikasi Tandem itu banyak orang luar. Terus mereka ngobrol tu sering ada topiknya, ga sembarang ngobrol gitu. Jadi pas mereka ngobrol, Kita juga bisa ikut ngobrol atau jadi pendengar aja. Itu sangat membantu listening

> pronounce dan buat nambah kosa kata. Selain itu kalo di Youtube kita bisa lihat video native speaker yang mana sangat membantu untuk improve listening dan pronounciation dan tentunya dapat kosa kata baru atau English idioms."(Int_1)
>
> *(Tandem and Youtube. Because in Tandem there are lots of a lot of outsiders. Then they always have topic for talk. So when they talk, we can also join in the conversation or just be listeners. It really helps listening pronounce and adds to vocabulary. Apart from that, on Youtube, we can see videos of native speakers which are very helpful for improving listening and pronunciation and of course getting new vocabulary or English idioms."(Int_1)*

Based on the result above. The resercher concluded a large number of students prefer to use social networking site and it found that most of them use Youtube as the social media applications for learning English . Because Youtube is believed can enhance English skills by provides English content in videos.

2. . Students' Perception of using Social Media for Learning English

Participants expressed that they are very helpful and feel more motivated because there are bunch of learning materials they can find and get on social media easily, meet and practicing their English by communicate with foreigners as well as they can learn anytime and anywhere on Social Media.

> "media sosial membuat saya belajar bahasa Inggris lebih mudah. Terutama untuk belajar listening, speaking dan pronounciation. Banyak materi yang mudah kita akses buat belajar kayak di Youtube, Tandem atau media sosial lainnya, kan banyak tuh video atau konten dalam bahasa Inggris disana.Seperti yang kita tahu kita juga bisa belajar kapan saja dan dimana saja, dan saya lebih termotivasi karena kemudahan belajar melalui media sosial. Selain

itu saya juga bisa berkomunikasi dengan orang dari berbagai negara."(Int_1)

"Social media makes learning English easier for me. Especially for learning listening, speaking and pronunciation. There's a lot of material that we can easily access for learning like on Youtube, Tandem or other social media, there's a lot of videos or content in English there. As we know we can also learn anytime and anywhere, and I'm more motivated because of the ease of learning through social media. Besides that, i also can communiacte with foreigners from different country."(Int_1)

"Bagi saya media sosial sangat membantu dan memudahkan saya untuk belajar bahasa Inggris, karena mudah diakses dan dapt digunakan di mana saja dan kapan saja. Selain itu media sosial juga memberikan akses saya untuk berkomunikasi dengan penutur asli, dan itu membuat saya senang." (Int_2)

"Social media are so helpful and make learning English become easier for me, it can be access and use anytime and anywhere. Besides that Social Media also give me opportunity to communicate with native speakers and that make me excited and motivated" (Int_2)

" saya meresa senang belajar bahasa Inggris melalui media sosial karena saya banyak mendapatkan kosa kata baru." (Int_3)

"I feel so excited learning English on Social Media because i can get new vocabularies." (Int_3)

" Saya merasa sangat terbantu belajar melalui media sosial. Karena bisa digunkan di mana saja dan kapan saja, jadi langsung mencari kontenyang diakses buat nambah pengetahuan saya." (Int_4)

"I feel so helpful by Social Media cause i can use anytime and anywhere, so when i get leisure time i can direct access the applicatios looking for any content for enhance my knowledge" (Int_4)

" Media sosial memudahkan saya untuk menambah kosa kata bahasa Inggris saya. Selain itu, ketika saya bosan saya bisa mengakses konten lain buat hiburan. Jadi lebih santai." (Int_5)

"Social media make it easier for enhance my English vocabulary. Besides that when i get bored i can access another content for entertainment, i get my self chill"(Int_5)

Based on the statements above, the reseracher concluded that participants have postive perception towards social media as English learning tools. Because social media successfully help them improved their English skills.

3. Students' Language Learning Strategies in Using Social Media for Learning English

Students showed that they used some strategies in using social media for learning English. Furthermore its found majority of students used to learn by watching Youtube while learning. Students stated how are they learning English on social media, the comments participants stated during interview ;

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"saya biasanya dengerin conversation orang-orang di Tandem, dan juga kadang ikut latihan speaking. Kalo di Youtube biasanya nonton content bahasa Inggris dengan substitle ." (Int_1)

" I usually listened to people' conversation on Tandem and sometimes join for speaking practice. Talk about Youtube I used to watched English videos with substitle." (Int_1)

"Saya biasanya ngobrol dengan teman saya di Whatsapp dan mereka juga sering kirim voice note berbahasa Inggris, dan saya dengarkan terus saya terjemahkan kosa kata tersebut terus saya tulis di buku." (Int_2)

"I prefer to use Whatsapp for learning, so i used to talk with my friends in English on Whatsapp and listening to voice note my

friend sent to me and translate those new words by dictionary then i write it on my notebook (Int_2)

"Jadi kan saya seringnya nonton Youtube buat belajar bahasa Inggris, kayak nonton film atau video lain berbahasa Inggrisdan biasanya saya pause dan saya ulang bagian yang saya tidak mengerti dari video yang saya." (Int_3)

Usually i used to watching Youtube for learning English, I used to watched English movies or another videos in English, if I didn't understand the movie or content I paused and replayed it again to hear what i didn't understand (Int_3)

" Saya biasanya belajar lewat Youtube, jadi ketika dapat kosa kata baru, saya terjemahkan dan menulis kota kata tersebut di buku saya dan saya membuat kalimat dari kosa kata yang saya dapatkan. Terus juga saya belajar speaking dari kalimat yang saya buat seperti konten native speaker yang saya tonton." (Int_4)

"I usually study via Youtube, so when I get new vocabulary, I translate and write the city of the word in my book and I make sentences from the vocabulary I get. I also continue to learn speaking from sentences that I make like native speaker content that I watch." (Int_4)

" Saya biasanya melihat postingan bahasa Inggris di Instagram terus saya baca dan tulis di dalam buku terus saya hafalkan." (int_5)

"I used to see English posts on Instagram and i read , write on my book and then memorise the materials i get." (Int-5)

Based on the statements above, it can be seen that participants use different type of learning strategies majority of students used to get new new vocabularies, improved listening and speaking skills on social media by watching English videos, English text post, or either talking with their friends or even by communicating with foreigners, especially native

speaker that they can learn pronunciation, speaking and make them confidence in learning English.

4. The Advantages of Social Media for learning English

participants stated the advantages they perceived from social media for learning English.

> "media sosial membuat saya belajar bahasa Inggris lebih mudah. Terutama untuk belajar listening, speaking dan pronounciation. Banyak materi yang mudah kita akses buat belajar kayak di Youtube, Tandem atau media sosial lainnya, kan banyak tuh video atau konten dalam bahasa Inggris disana.Seperti yang kita tahu kita juga bisa belajar kapan saja dan dimana saja, dan saya lebih termotivasi karena kemudahan belajar melalui media sosial. Selain itu saya juga bisa berkomunikasi dengan orang dari berbagai negara."(Int_1)
>
> *"Social media makes learning English easier for me. Especially for learning listening, speaking and pronunciation. There's a lot of material that we can easily access for learning like on Youtube, Tandem or other social media, there's a lot of videos or content in English there. As we know we can also learn anytime and anywhere, and I'm more motivated because of the ease of learning through social media. Besides that, i also can communiacte with foreigners from different country."(Int_1)*
>
> "Media sosial memudahkan saya belajar bahasa Inggris, karena bisa di gunakan buat belajar kapan saja dan di mana saja. Selain itu media sosial memberi kesempatan saya untuk berbiacara dengan native spekaers." (Int_2)
>
> *"Social media are so helpful and make learning English become easier for me, it can be access and use anytime and anywhere. Besides that Social Media also give me opportunity to communicate with native speakers." (Int_2)*
>
> *"I feel so excited learning English on Social Media because i can get new vocabularies (Int_3)"*

> "saya sangat terbantu oleh media sosial. Karena bisa belajar kapan saja dan ga mengenal tempat, jadi kalo lagi free langsung bisa diakses, dan pelajaran yang ingin kita akses tidak terbatas. Maksudnya ada banyak material buat belajar untuk menambah pengetahuan bahasa Inggris saya." (Int_4)
>
> *"I feel so helpful by Social Media cause i can use anytime and anywhere, so when i get leisure time i can direct access the applicatios looking for any content for enhance my knowledge" (Int_4)*
>
> *"Social media make it easier for enhance my English vocabulary. Besides that when i get bored i can access another content for entertainment, i get my self chill" (Int_5)*

Based on the statements above, the reseracher concluded that social media provided lots of advantages for learning English, such as Access to Authentic materials as it can be seen on chapter two Manca (2019) Access toAuthentic materials. Social media provided access to a wealth of authentic English language content, including posts, comments, videos and podcasts. These materials can help learners improve their listening, reading, and comprehension skills, Accessible and Convenient. Social media platforms are accessible and convenient, as learners can access them from anywhere and at anytime. This allow learners to fit language learning into their busy schedules and to learn at their own pace. Opportunity for Language Exchange. Social media platforms provide opportunities for language learners to connect with native English speakers and other learners around the world. This allow learners their language skills in areal world context and receive feedback from others.

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5. The challanges of Using Social Media for Learning English

For the challanges catagory, participants said they facing some problems while using Social Media for learning Englishsuch as network issueand sometimes and get distracted by another contents on Social Media.

> " Kadang jaringan yang ga stabil dan juga juga ke distract pas lagi dapat notif lain." (Int_1)
>
> *"Sometimes the network is not stabil and aslo i get distracted when i get chat notification" (Int_1)*
>
> " jaringan yang ga stabil, ,misalnya pas lagi nonton videodi Youtube buat belajar, terus jaringan tiba-tiba ilang, jadi ga fokus belajarnya." (Int _2)
>
> *The unstable network, while watching a learning video and suddenly the network disappears so it make me lose focus for study (Int_2)*
>
> " Tantangan yang ada si palingan jaringasi, dan juga kadang ga fokus kalo udah dapat notif dari aplikasi lain." (Int_3)
>
> *"The challange i faced like unstable network, and lose focus when i get notification from another applications" (Int_3)*
>
> "Biasanya saya terkendala jaringan atau kouta saya habis, saat itu saya tidak bisa belajar lagi melalui sosial media." (Int_4)
>
> *"Usually i faced network issue and my mobile data over, so at that i can't learn through social media." (Int_4)*
>
> "ke distract kadang-kadang kak. Kan saya seringnya belajar bahasa Inggris pake Instagram, jadi awalnya saya liat postingan berbahasa Inggris tapi setelah itu keliat postingan lain. Jadi ga fokus lagi." (Int_5)
>
> *"Mostly i i learn English using Instagram, so at the first i used to see English post but once i see another post, i lose my focus" (Int_5)*

From statements above the reseracher concluded that there are two challages participants perceived while using social media for learning English such as network issue and distraction from another things, it is also claims by Boyd & Ellison (2015) Distractions and Time Management. Social media can be a distraction, and learners may find it challenging to stay focused on learning when they are surrounded by other type of content and notifications. Additionally, learners may find it difficult to manage their time effectively, as social media can addictive and time consuming.

B. Discussion

The aims of this study is to find out students' perception and strategies of using social media for learning English. To collect the data, the researcher distributed questionnaire and conducted interview to students. The research question of this thesis is how student perception and strategies of using social media for learning English.

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The analysis of questionnaire shows that all the students use social media, however they use it for many purposes, one of them is for learning purpose. It is found students used two types of social media namely, social networking site and virtual game world. Furthermore it found that youtube is the most aplication students use for learning English, there are 30 out of 36 participants using youtube for learning English and the minority partcipant use game online for learning English.A large number of students prefer use Youtube to learn English because Youtube

provide lots of English videos. (Gracella & Nur ; 2020-25) found out all the students are get so many benefits after learning English using Youtube applications. The students can understand more quickly and adding insight into learning English from various sources by watching videos on the Youtube. This is also become the basic principle showed that the most participants in this study used Youtube to learn English.

According to the participants, the interview analysis demonstrates a favorable response. Participants respond positively to using social media for English learning, according to the interview results. It is also For participants, social media serves a variety of purposes. Students will observe that online engagement enables them to feel more open about thoughts, opinions, and enquiries as they observe how others respond to their online social presence.

Furthermore from students' statement it show that students used different types of learning strategies such as watching English movies or videos and paused t the part of video which they can not understand, learning by Instagram posts by writing the new vocabularies student get, listening the conversations, speaking parctice by using social media. The social media successful helped the students in learning English because the students can enhance their English skills by learning on social media.

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Furthermore the majority partcipants experienced social media help them in learning English because of social media provided Access to Authentic materials. Social media provided access to a wealth of authentic English language content, including posts, comments, videos and podcasts. These materials can help learners improve their listening, reading, and comprehension skills. The majority of students concurred that social media made it easier for them to learn English and Manca (2019) also claims Accessible and Convenient. Social media platforms are accessible and convenient, as learners can access them from anywhere and at anytime. This allow learners to fit language learning into their busy schedules and to learn at their own pace. Furthermore students said that social media provided opportunity of language exchange with native speakers and another learners from different countries.. As can be observed on previous study Arif (2019) claims students perceived that social media plays an important role to improve their English skills. Furthermore, it promotes social media use and encourages students to use social media to improve their English language skills.

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Despite the fact that social media has numerous advantages, the students also face some challanges such as network issue and distraction. As can observed in chaper two, Boyd & Ellison (2015)stated Social media can be a distraction, and learners may find it challenging to stay focused on learning when they are surrounded by other type of content and notifications. Additionally, learners may find it difficult to manage their time effectively, as social media can addictive and time consuming.

CHAPER V

CONCLUSION AND SUGGESTION

A. Conclusion

The reseracher would like to draw some conclusions on this chapter. As stated in the first chapter of this thesis. This study aims to find out students' perceptions and stretegies of using social media for learning English. Here, the researcher would like to conclude the data obtained in the previous chapter.

After the researcher got the results of questionnaire, the researcher conduted interview using 5 students as sample. The researcher found as follows:

1. There are two types of social media that students used such as social networking site and virtual game world. Furthermore it found several kinds of social media application used by students for learning English are Facebook, Instagram, Youtube, Twitter, Whatsapp, Tiktok, Tandem, and game online. However the majority of students prefer Youtube, Instagram, and Whatsapp as the media for learning English.

2. Students have positive perceptions towards social media as media in learning English. The students experienced success after utilizing social media for learning English. Because they believed that it helps them to enhance their English skills, including vocabulary, pronunciation, speaking, listening, reading and grammar.

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3. Students used different types of learning strategies such as watching English movies or videos and paused the part of video which they can not understand, learning by Instagram posts by writing the new vocabularies student get, listening the conversations, speaking practice by using social media because the social media can help them in learning.

4. Students perceived lots of advantages from social media for learning English, such as makes learning be easier, because students can learn anytime and anywhere, provides lots of contents or materials that can get easily access as well as it also give opportunity of language exchange with native speaker or another learners from different countries for the students.

5. Besides of provides advantages, social media also have some challenges as the media for learning English. Students faced some challenges while using social media for learning English such as network issue and distraction from another things on it.

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B. Suggestion

Based on the findings, discussion and conclusion, the researcher would appreciate suggestions as following:

1. For English teachers, social media provided lots of advantages for students in learning English. Students also expressed a positive attitude regarding this learning media. The researcher wants to recommend that English teachers use social media in their classroom, especially those that students have noted (Youtube, Instagram and

Whatsapp). Yet, the teacher need to have expertise of social media before integrating it into classroom.

2. For the next researcher, the researcher then expects that this study will aid future researchers should conduct research on a similar topic, particularly with students' perceptions and how students use social media for learrning English.

3. For the students who are social media users, the researcher would to suggest students to be wise using social media not only for their pleasure but also for learning English.

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A P P E N D I C E S

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APPENDIX I

Student' Questionnaire

(Adopted by Muetia 2021)

This consist to students' behavior of using social Media

1. Apakah anda memiliki media sosial?
    a. Ya
    b. Tidak
2. Apa tujuan anda menggunakan media sosial?
    a. Untuk berkomunikasi
    b. Untuk hiburan dan gaya hidup
    c. Untuk memberi informasi atau berita
    d. Untuk kepentingan belajar
    e. Lainnya (.....)
3. Apakah anda menggynakan media sosial untuk belajar bahasa Inggris?
    a. Ya
    b. Tidak
4. Berapa banyak waktu yang anda habiskan setiap harinya di media sosial?
    a. 1-3 jam
    b. 4-6 jam
    c. 7-9 jam
    d. Lebih dari 9 jam

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5. Berapa banyak waktu yang anda habiskan di media sosial untuk belajar bahasa Inggris?
    a. 1-3 jam
    b. 4-6 jam
    c. 7-9 jam
    d. Lebih dari 9 jam
6. Aplikasi media sosial apa saja yang anda sering gunakan untuk meningkatkan kemampuan bahasa Inggris? (anda dapat memilih lebih dari satu jawaban)
    a. Facebook
    b. Instragram
    c. Youtube
    d. Whatsapp
    e. Lainnya (.....)

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APPENDIX II

Interview Guidance

(Addopted by Arif, 2019)

No	Question
1.	What kinds of of social media do you use mostly in learning English? *Media sosial apa yang paling sering anda digunakan dalam belajar bahasa Inggris?*
2.	When do you usually use your social media in learning English? *Kapan biasanya anda menggunakan media sosial dalam belajar bahasa Inggris?*
3	What are the advantages of using social media in learning English? *Apa saja keuntungan dari menggunakan media sosial dalam belajar bahasa Inggris?*
4.	What are the challanges of using social media in learning English? *Apa saja tantangan dari penggunaan media sosial dalam belajar bahasa Inggris?*
5.	In what learning activities do you use social media for learning English? *Dalam aktivitas belajar apa saja anda menggunakan media sosial untuk belajar bahasa Inggris?*
6.	How can the social media help you in learning English? *Bagaimana media sosial membantu anda belajar bahasa Inggris?*
7.	How do you use social media in learning English? *Bagaimana anda menggunakan media sosial dalam belajar bahasa Ingris?*
8.	How the effectiveness of using social media in learning English for you? *Bagaimana efektifitas dari penggunaan media sosial dalam belajar bahasa Inggris bagi anda?*

APPENDIX III

Interview Transcript

R : Researcher

I : Interviewee

1. Script record during interview (Interviewee 1)

No	Script
1.	**R** :Media sosial apa yang paling sering anda digunakan dalam belajar bahasa Inggris? (*What kinds of of social media do you use mostly in learning English?)* **I :** Tandem dan Youtube kak *(Tandem and Youtube)* **R** : Mengapa? *(Why?)* **I** : karena menurut saya, Tandem itu banyak orang luar. Terus mereka ngobrol tu sering ada topiknya, ga sembarang ngobrol gitu. Jadi pas mereka ngobrol, Kita juga bisa ikut ngobrol atau jadi pendengar aja. Itu sangat membantu listening pronounce dan buat nambah kosa kata. Selain itu kalo di Youtube kita bisa lihat video native speaker yang mana sangat membantu untuk improve listening dan pronounciation dan tentunya dapat kosa kata baru atau English idioms. *(because in Tandem there are lots of a lot of outsiders. Then they always have topic for talk. So when they talk, we can also join in the conversation or just be listeners. It really helps listening pronounce and adds to vocabulary. Apart from that, on Youtube, we can see videos of native speakers which are very helpful for improving listening and pronunciation and of course getting new vocabulary or English idioms.)*
2.	**R :** Kapan biasanya anda menggunakan media sosial dalam belajar bahasa Inggris? *(when do you usually use social media in learning English?)* **I** : biasanya pas kalo lagi free kak *(usually when i have free time)*
3.	**R :** apa saja keuntungan dari penggunaan media sosial dalam belajar bahasa Inggris? *(what are the advantages of using social media in learning English?)*

	I : media sosial membuat saya belajar bahasa Inggris lebih mudah. Terutama untuk belajar listening, speaking dan pronounciation. Banyak materi yang mudah kita akses buat belajar kayak di Youtube, Tandem atau media sosial lainnya, kan banyak tuh video atau konten dalam bahasa Inggris disana.Seperti yang kita tahu kita juga bisa belajar kapan saja dan dimana saja, dan saya lebih termotivasi karena kemudahan belajar melalui media sosial. Selain itu banyak juga hal- hal yang menarik yang bisa saya temui dalam media sosial. *(Social media makes learning English easier for me. Especially for learning listening, speaking and pronunciation. There's a lot of material that we can easily access for learning like on Youtube, Tandem or other social media, there's a lot of videos or content in English there. As we know we can also learn anytime and anywhere, and I'm more motivated because of the ease of learning through social media. Besides that, there are also many interesting things that I can find on social media.)* **R** : Hal- hal menarik apa yang anda temukan di dalam media sosial? *(what kinds of intersting things you find on social media?* **I** : Hal yang menarik bagi saya, saya bisa ketemu foreigners dan juga ngobrol dengan mereka, yang mana ini juga memberikan akses kepada saya untuk mempunyai teman dari berbagai negara. *The interesting interesting for me, I can meet foreigners and also chat with them, which also gives me access to have friends from various countries*
4.	**R :** Apa saja tantangan dari penggunaan media sosial dalam belajar bahasa Inggris? *(what are the challanges of using social media in learning English?)* **I** :seringnya sih ke distract kalo udah dapat notif chat, terus udah lupa tujuan awalnya buat pake media sosial. Juga kadang- kadang sinyal sih kak, jadi pas lagi belajar terus sinyal ga stabil atau ilang terus ya belajarnyaga fokus. Apalagi kalolagi ngobrol sama foreigner terus sinyal kurang bagus udah ga jelas dengar mereka ngomong apa. *(I often get distracted when I get chat notifications, then I forget my original purpose of using social media. Also, sometimes the signal doesn't work, so when I'm studying, the signal isn't stable or it keeps disappearing, so I can't focus on learning. Especially if you're chatting with foreigners and the signal isn't good, it's not clear what they're talking about.)*
5.	**R** : Dalam aktifitas belajar apa saja anda menggunakan media sosial dalam belajar bahasa Inggris? *(in what learning activities do you use social media for learning Engliah?)* **I** : buat belajar pronouciation, listening, speaking dan buat nambah kosa kata.

	(*for learning pronounciation, listening, speaking and for master my vocabulary.)*
6.	**R** : Bagaimana media sosial membantu anda dalam belajar bahasa Inggris? *(how can social media help you in learning English?* **I** : kan seperti yang sudah saya mention sebelumnya, kita bisa belajar lewat konten yang ada di Youtube dan juga Tandem, sekaligus ngobrol langsung dengan mereka di Tandem buat improve listening dan speking sekaligus juga dapet kosa kata baru dari mereka. *(as I mentioned earlier, we can learn through content on Youtube and also on Tandem, as well as chat directly with them on Tandem to improve listening and speaking while also getting new vocabulary from them.)*
7.	**R** :Bagaimana anda menggunakan media sosial dalam belajar bahasa Inggris? *(How do you using social media in learning English?)* **I** : "saya biasanya dengerin conversation orang-orang di Tandem, dan juga kadang ikut latihan speaking dengan orang dari berbagai negara di aplikasi itu. Kalo di Youtube biasanya nonton content bahasa Inggris dengan substitle terus saya tulis kosa kata yang saya dapatkan dari video-video yang saya tonton." *". "* *(I usually listened to people' conversation on Tandem and sometimes join for speaking practice with the people from various countries. Talk about Youtube I used to watched English videos with substitle and iand translated the vocabulary I get from the videos I had watched.)*
8.	**R** : Bagaimana efektivitas dari penggunaan media sosial dalam belajar bahasa Inggris bagi anda? *(how the effectiveness of using social media in learning English for you?)* **I** : seperti saya katakan tadi media sosial bisa digunakan di mana saja dan kapan saja dan kita bisa banyak belajar disana. Media sosial membuat kemampuan bahasa Inggris saya meningkat. Terutama listening dan speaking karena kita bisa ngobrol langsung dengan orang asing. *(like I said earlier social media can be used anywhere and anytime and we can learn a lot there. Social media has made my English skills improve. Especially listening and speaking because we can chat directly with foreigners.)*

2. Script record during interview (Interviewee 2)

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No	Script
1.	**R** :Media sosial apa yang paling sering anda digunakan dalam belajar bahasa Inggris? (*What kinds of of social media do you use mostly in learning English?)* **I :** Saya sering menggunakan Whatsapp *(the most often i use is Whatsapp)* R : mengapa ? *(why?)* I : karenadi Whatsapp lebih private dan buat komunikasi lebih seru. *(because Whatsapp is more private and makes communication more exciting.)*
2.	**R :** Kapan biasanya anda menggunakan media sosial dalam belajar bahasa Inggris? *(when do you usually use social media in learning English?)* **I :** biasanya pas kalo lagi di rumah sih kak *(When i'm in home)*
3.	**R :** apa saja keuntungan dari penggunaan media sosial dalam belajar bahasa Inggris? *(what are the advantages of using social media in learning English?)* **I :** sosia media memberi kemudahan untuk belajar, jadi kita bisa belajar kapan saja dan di mana saja, dan juga memberikan kita opportunity ketemu bule. *(Social media makes learning easy, so we can learn anytime and anywhere, and also gives us the opportunity to meet foreigners)*
4.	**R :** Apa saja tantangan dari penggunaan media sosial dalam belajar bahasa Inggris? *(what are the challanges of using social media in learning English?)* **I :** tantangan yang saya hadapi saat menggunakan media sosial itu untuk belajar bahasa Inggris, terkadang saya mendapat notifikasi dari aplikasi lain. Misalnya Messeger, jadi saya terfokus di Messeger dan lupa tujuan awal saya menggunakan media sosial. *(The challenge that I face when using social media is to learn English, sometimes I get notifications from other applications. For example Messeger, so I focused on Messenger and forgot my original purpose of using social media.)*
5.	**R** : Dalam aktifitas belajar apa saja anda menggunakan media sosial dalam belajar bahasa Inggris?

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	(in what learning activities do you use social media for learning Engliah?) **I :** misalnya pronouciation, reading, dan speaking, dan juga buat belajar kosa kata baru. *(like learning pronounciation, reading, and speaking as well as for master my vocabulary.)*
6.	**R** : Bagaimana media sosial membantu anda dalam belajar bahasa Inggris? *(how can social media help you in learning English?* I : nah saya kan lebih seringnya pake WA, terus saya komunikasi dengan mereka dalam bahasa Inggris by chat maupun pake voice note, jadi saya bisa belajar bersama dengan teman saya speaking maupun reading dan juga pronounciatian sekaligus dapat kosa kata baru dari mereka. *(So, I mostly use Whatsapp, then I communicate with them in English by chat or using voice notes, so I can study together with my friends speaking and reading and also pronounciation as well as getting new vocabulary from them.)*
7.	**R** :Bagaimana anda menggunakan media sosial dalam belajar bahasa Inggris? *(How do you use social media in learning English?)* I : Saya biasanya ngobrol dengan teman saya di Whatsapp dan mereka juga sering kirim voice note, dan saya dengarkan terus saya terjemahkan kosa kata tersebut terus saya tulis di buku. *(I prefer to use Whatsapp for learning, so i used to talk with my friends in English on Whatsapp and listening to voice note my friend sent to me and translate those new words by dictionary then i write it on my notebook)*
8.	**R** : Bagaimana efektivitas dari penggunaan media sosial dalam belajar bahasa Inggris bagi anda? *(how the effectiveness of using social media in learning English for you?)* I : saya rasa media sosial berhasil menambah kosa kata bahasa Inggris saya. *(I think social media has successfully added my English vocabulary.)*

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3. Script record during interview (interviewee 3)

No	Script
1.	**R** :Media sosial apa yang paling sering anda digunakan dalam belajar bahasa Inggris? (*What kinds of of social media do you use mostly in learning English?)* **I :** "Media sosial yang paling sering saya gunakan untuk belajar Youtube sih.

	(*The Social Media i used the most for learning is Youtube.)* **R :** Mengapa ? *(why?)* **I :**Karena di Youtube banyak video buat bahan pembelajaran **(***because it provide lots of learning videos)*
2.	**R :** Kapan biasanya anda menggunakan media sosial dalam belajar bahasa Inggris? *(when do you usually use social media in learning English?)* I : kalo lagi ga ngapa-ngapain sih kak *(when i have leisure time)*
3.	**R :** apa saja keuntungan dari penggunaan media sosial dalam belajar bahasa Inggris? *(what are the advantages of using social media in learning English?)* **I :** saya banyak mendapatkan kosa kata baru dari media sosial dan itu membuat saya lebih senang karena saya bisa mengaksesnya kapan saja dan dimana saja. *(I get a lot of new vocabulary from social media and that makes me excited because I can access it anytime and anywhere.)*
4.	**R :** Apa saja tantangan dari penggunaan media sosial dalam belajar bahasa Inggris? *(what are the challanges of using social media in learning English?)* **I :** tantangan yang biasa saya hadapi ya jaringan. Selain juga kadang terbagi fokus. *(usually the challanges i faced is network)* R : apa yang menjadi penyebab dari terbaginya fokus anda? (*what caused you are not focus?)* I : Misalnya ada dapat notif dari aplikasi lain jadi ke distract gitu *(like when i get notification from another application , so that distract my consentration.)*
5.	**R** : Dalam aktifitas belajar apa saja anda menggunakan media sosial dalam belajar bahasa Inggris? *(in what learning activities do you use social media for learning Engliah?)* I : saya biasanya menggunakannya buat belajar pronouciation, listening dan vocabulary *(i usually use it for learning pronounciation, listening and vocabulary.)*
6.	**R** : Bagaimana media sosial membantu anda dalam belajar bahasa Inggris? *(how can social media help you in learning English?* I : Jadi kan di media sosial itu banyak materi pembelajaran dalam bahasa Inggris, seperti di Youtube ada banyak video berbahasa Inggris yang bisa

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	membantu saya dalam listening, pronounciation dan menambah kosa kata bahasa Inggris saya. *(So on social media there are lots of learning materials in English, like on Youtube there are lots of English videos that can help me in listening, pronounciation and add to my English vocabulary.)*
7.	**R** :Bagaimanaanda menggunakan media sosial dalam belajar bahasa Inggris? *(How do you use social media in learning English?)* I : "Jadi kan saya seringnya nonton Youtube buat belajar bahasa Inggris, kayak nonton film atau video lain berbahasa Inggrisdan biasanya saya pause dan saya ulang bagian yang saya tidak mengerti dari video yang saya dan biasanya dari video yang saya tonton ada kosa kata baru yang mana saya translate terus saya cata kosa yang saya dapatkan dari vidio di Youtube. *(Usually i used to watching Youtube for learning English,I used to watched English movies or another videos in English, if I didn't understand the movie or content I paused and replayed it again to hear what i didn't understand and i used translate the new words i get after that i write the new vocabulary i get from the videoson Youtube)*
8.	**R** : Bagaimana efektivitas dari penggunaan media sosial dalam belajar bahasa Inggris bagi anda? *(how the effectiveness of using social media in learning English for you?)* I : karena kemudahan mengakses materi di media sosial kosa kata saya bertambah dan pengucapan bahasa Inggris saya lebih baik dari sebelumnya. *because of the ease of accessing material on social media my vocabulary has increased and my English pronunciation is better than before.*

4. Script record during interview (interviewee 4)

No	Script
1.	**R** :Media sosial apa yang paling sering anda digunakan dalam belajar bahasa Inggris? (*What kinds of of social media do you use mostly in learning English?)* **I :** " Youtube (*Youtube)*

	R : Mengapa? (*why?)* I : karena ada banyak video dalam berbahasa Inggris yang bisa saya jadikan sebagai materi belajar, khususnyabanyak konten kreator yang native speaker yang menyediakan vidio pembelajaran dalam bahasa Inggris seperti chanenel English with Lucy jadi lebih enak belajarnya. *(because there are a lot of videos in English that I can use as learning material, especially a lot of content creators who are native speakers who provide learning videos in English such as the channel English with Lucy,so it make learning is easier.)*
2.	**R :** Kapan biasanya anda menggunakan media sosial dalam belajar bahasa Inggris? *(when do you usually use social media in learning English?)* **I :** biasanya pas kalo lagi free atau gunain buat ngerjain tugas bahasa Inggris. *(i usually use when i have free time or for helping solve my assignments.)*
3.	**R :** apa saja keuntungan dari penggunaan media sosial dalam belajar bahasa Inggris? *(what are the advantages of using social media in learning English?)* I : saya sangat terbantu oleh media sosial. Karena bisa belajar kapan saja dan ga mengenal tempat, jadi kalo lagi free langsung bisa diakses, dan pelajaran yang ingin kita akses tidak terbatas. Maksudnya ada banyak material buat belajar untuk menambah pengetahuan bahasa Inggris saya. *(I am greatly helped by social media. Because i can learn at any time and anywhere, so if i free you can access it right away, and the lessons we want to access are unlimited. It means there are lots of learning materials to increase my knowledge of English.)*
4.	**R :** Apa saja tantangan dari penggunaan media sosial dalam belajar bahasa Inggris? *(what are the challanges of using social media in learning English?)* I : Biasanya saya terkendala jaringan atau kouta saya habis, saat itu saya tidak bisa belajar lagi melalui sosial media. *(Usually i faced network issue and my mobile data over, so at that i can't learn through social media)*
5.	**R** : Dalam aktifitas belajar apa saja anda menggunakan media sosial dalam belajar bahasa Inggris? *(in what learning activities do you use social media for learning Engliah?)* I : saya gunakan untuk belajar kosa kata baru dan meniru pengucapan bahasa Inggris dari vidio-vidio yang saya tonton dari Youtube.

6.	**R**: Bagaimana media sosial membantu anda dalam belajar bahasa Inggris? *(how can social media help you in learning English?* I : Saya kan lebih sering pake Youtube, nah Youtube itu menyediakan banyak sekali konten atau materi bahasa Inggris. Jadi tergantung kita mau nyari apa, semua udah ada gitu. *(I use Youtube more often, now Youtube provides a lot of English content or materials. So it depends on what we are looking for, it's all there.)*
7.	**R** :Bagaimana anda menggunakan media sosial dalam belajar bahasa Inggris? *(How do you use social media in learning English?)* I : Saya biasanya belajar lewat Youtube, jadi ketika dapat kosa kata baru, saya terjemahkan dan menulis kota kata tersebut di buku saya dan saya membuat kalimat dari kosa kata yang saya dapatkan. Terus juga saya belajar speaking dari kalimat yang saya buat seperti konten native speaker yang saya tonton. *(I usually study via Youtube, so when I get new vocabulary, I translate and write the city of the word in my book and I make sentences from the vocabulary I get. I also continue to learn speaking from sentences that I make like native speaker content that I watch.)*
8.	**R** : Bagaimana efektivitas dari penggunaan media sosial dalam belajar bahasa Inggris bagi anda? *(how the effectiveness of using social media in learning English for you?)* I : Media sosial sangat membantu saya dalam menambah kosa kata saya dan juga memperbaiki cara pengucapan saya. *(social media really helpful for me to increased my vocabulary and improved my pronounciation skills.)*

5. Script record during interview (interviewee 5)

No	Script
1.	**R** :Media sosial apa yang paling sering anda digunakan dalam belajar bahasa Inggris? (*What kinds of of social media do you use mostly in learning English?)* I : Instagram (*Instagram)*

	R : Mengapa? *(why?)* I : karena saya lebih aktif di Ig. Jadi saya follow beberapa akun yang memposting pelajaran dalam bahasa Inggris di Ig seperti akun Kampung Inggris yang memposting kosa kata atau kalimat dalam bahasa Inggris. *(because I'm more active on Instagram. So I followed several accounts that posted English lessons on Ig, such as the Kampung Inggris account that posted English vocabulary or sentences.)*
2.	**R :** Kapan biasanya anda menggunakan media sosial dalam belajar bahasa Inggris? *(when do you usually use social media in learning English?)* I : kalo lagi free sih kak (*When i have free time)*
3.	**R :** apa saja keuntungan dari penggunaan media sosial dalam belajar bahasa Inggris? *(what are the advantages of using social media in learning English?)* I : media sosial memudahkan saya untukmenambah kosa kata yang yang tidak saya dapatkan di dalam kelas. Selain itu, kalo lagi bosan saya bisa mengakses konten lain untuk menghibur diri, jadi lebih santai dan ga ada tekanan buat belajar. *(Social media makes it easier for me to add to my vocabulary which I don't get in class. Besides that, if I'm bored I can access other content to entertain myself, so I'm more relaxed and there's no pressure to study.)*
4.	**R :** Apa saja tantangan dari penggunaan media sosial dalam belajar bahasa Inggris? *(what are the challanges of using social media in learning English?)* I : Jadi yang awalnya saya liat postingan atau konten bahasa Inggris. Nah saya kalo bosan liat konten lain, yang awalnya Cuma sebentar eh malah lebih sibuk ke konten lain itu, jadi ga fokus lagi. *(So at first I saw English posts or content. So, if I get bored watching other content, at first it's only for a while, but instead I'm more busy with that other content, so I don't focus anymore.)*
5.	**R** : Dalam aktifitas belajar apa saja anda menggunakan media sosial dalam belajar bahasa Inggris? *(in what learning activities do you use social media for learning Engliah?)* I : Biasanya sih buat menambah kosa kata, soalnya di media sosial banyak kosa kata yang ga saya dapatkan di dalam kelas, khusunya slank words. *(Usually it's to add to my vocabulary, because on social media there are a lot of words that I don't get in class, especially slank words.)*

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6.	**R** : Bagaimana media sosial membantu anda dalam belajar bahasa Inggris? *(how can social media help you in learning English?* I : Tersedianya konten atau postingan bahasa Inggris, jadi biasanya saya belajar lewat postingan yang ada di dalam media sosial. *(English content or posts are available, so I usually learn through posts on social media.)*
7.	**R** :Bagaimana anda menggunakan media sosial dalam belajar bahasa Inggris? *(How do you use social media in learning English?)* **I :** saya bisanya belajar bahasa Inggris melalui Instaram, nah terus kan saya liat postingan bahasa Inggris terus saya baca dan ingat apa yang saya liat tadi. *(I used to see English posts on Instagram and i read and memorise the materials i get.)*
8.	**R** : Bagaimana efektivitas dari penggunaan media sosial dalam belajar bahasa Inggris bagi anda? *(how the effectiveness of using social media in learning English for you?)* I : media sosial berhasil membuat bahasa Inggris saya menjadi better. *(social media make my English become better.)*

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