

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

In this chapter, the writer would like to discuss the analysis of students' perception of social media for foreign language learning.

After she distributed the online questionnaire to the 130 active students, the writer analyzed the responses using central tendency measurements such as percentages, means, and standard deviation. The questionnaire had 24 statements and background questions for the demographic information.

In conducting the qualitative research, she interviewed five selected students in Faculty of Language and Arts. She prepared questions for the interviewees. The length of the interview was 30 – 90 minutes. Some of the questions she asked was to gain in-depth understanding of students' experience in using social media for language learning. The qualitative data were transcribed and analyzed to get the patterns.

The writer divided the result into four parts in this discussion based on the problem formulation of this study. The first part presents brief information about demographic responses; the second was about social media that they used the most to

learn foreign language. The third research question was about how they learned English using social media, and the last was about the discussion according to the questionnaire and interview interpretation results.

4.1.1 Demographic information of the respondents

a. Gender

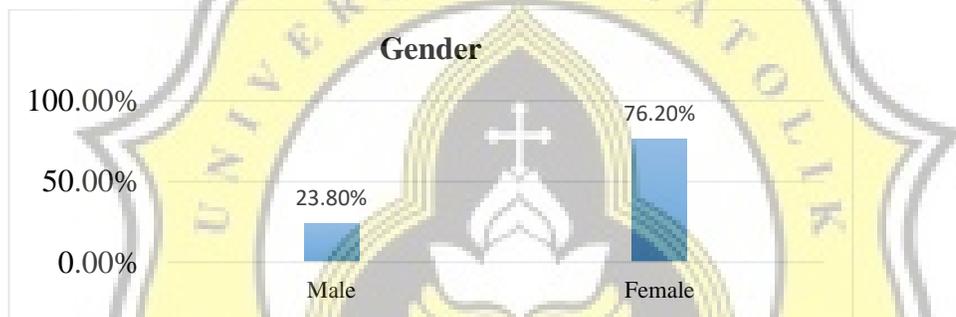


Figure 3. The percentage of respondents

Figure 3 showed that the participants were mostly female (76.30%). Only 23.80% of the respondents were male.

4.1.2 Level of Comfort towards Technology



Figure 4. The percentage of respondents' level of comfort towards technology

Based on Figure 4, we can see that most respondents felt comfortable to get in touch with technology. Only 2.30% students who were not into technology. More than half of the respondents stated that they were quite comfortable with technology (58.5%).

Here, we can also see that the rest of students chose High as their level of comfort towards technology. The percentage of the High level of comfort was not higher than the Medium one. It was only 39.20%.

4.1.3 The Frequency of Using Social Media

In this part, the writer divided the explanation and percentage of students' frequency of using social media in their daily life. The types of social media were; *YouTube, Instagram, Instant Messaging, Pinterest, and Facebook*. They already chose between Very Often, Often, Sometimes, Seldom, and Never in each type of social media mentioned in the questionnaire.

a. YouTube

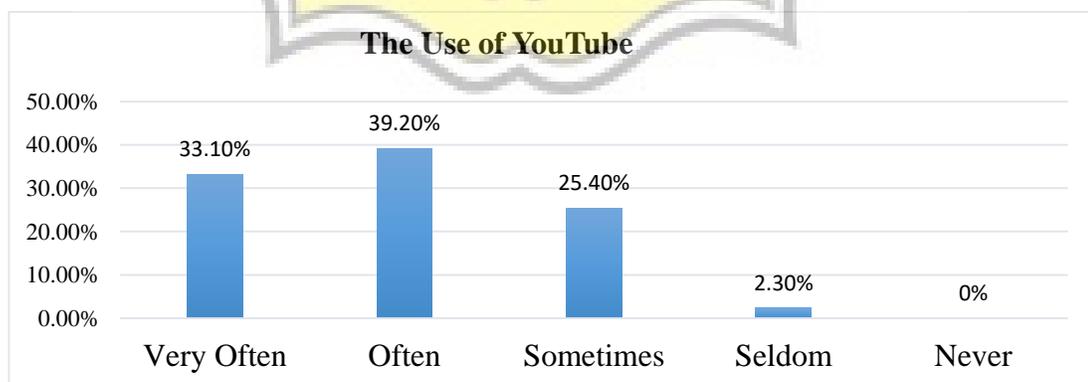


Figure 5. The percentage of respondents in using YouTube

Based on the Figure above, the students were more interested in watching *YouTube*. 39.20% students often watched *YouTube* and 33.10% of them watched *YouTube* very often. 25.40% students chose Sometimes. Only 2.30% students chose Seldom. No one chose Never.

With regards to the use of *YouTube*, the participants reported that learning English using *YouTube* was really effective, beneficial, and interesting. The *YouTubers* mostly speak in English their video. It helps students improve their listening skill and increase their English vocabulary (Khalid & Muhammad, 2012).

b. Instagram

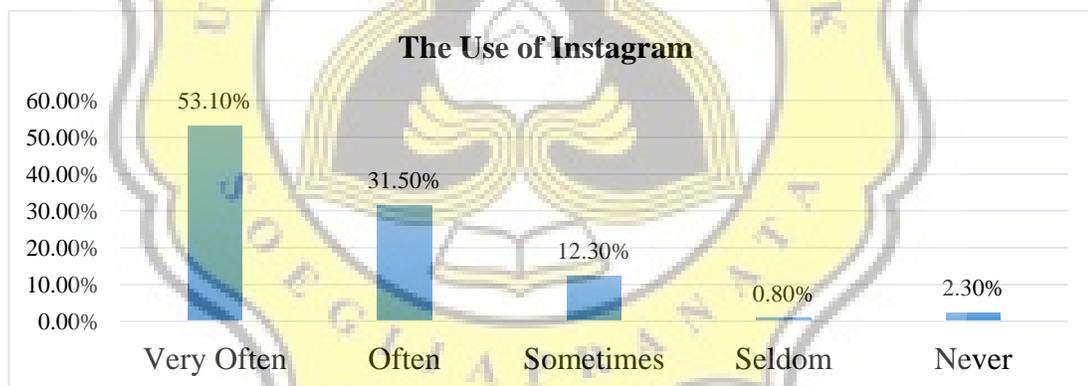


Figure 6. The percentage of respondents in using *Instagram*

Based on the chart above, it showed us that 53.10% students opened their *Instagram* account very often. There were also 31.50% students chose Often and just a little number of students chose Seldom and Never. It described that *Instagram* also plays an important role as social media among the students since they had excellent impression towards *Instagram*.

c. WhatsApp

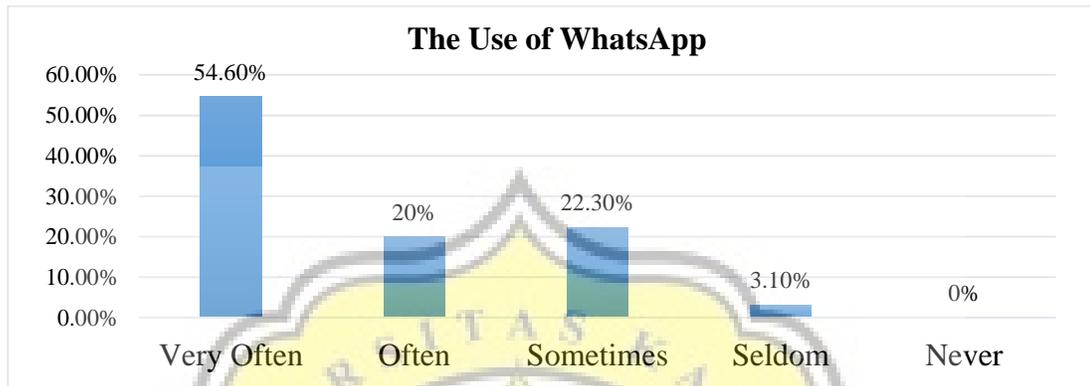


Figure 7. The percentage of respondents in using WhatsApp

None chose *Never* for the use of *WhatsApp* since we know that *WhatsApp* is one of the most popular instant messaging services. More than half of the respondents (54.6%) used *WhatsApp* very often. A fifth of them often used *WhatsApp*, while the rest of the respondents, 22.30% used it sometimes.

d. LINE

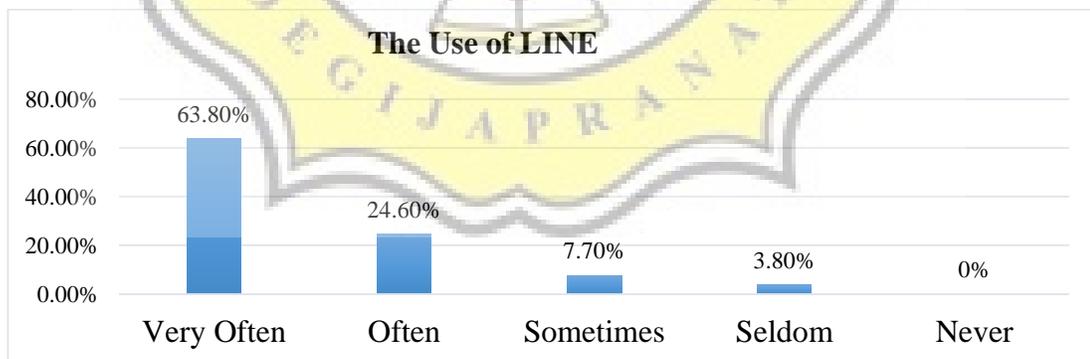


Figure 8. The percentage of respondents' in using LINE

Compared to *WhatsApp*, LINE was a more popular instant messaging service among students than *WhatsApp*. When asked about their use of LINE, 63.80% of the

respondents said they used LINE very often. They were higher than those who chose *Very Often* in the use of *WhatsApp*. However, LINE and *WhatsApp* have the same function in terms of communication. Both are instant messaging applications.

e. Pinterest

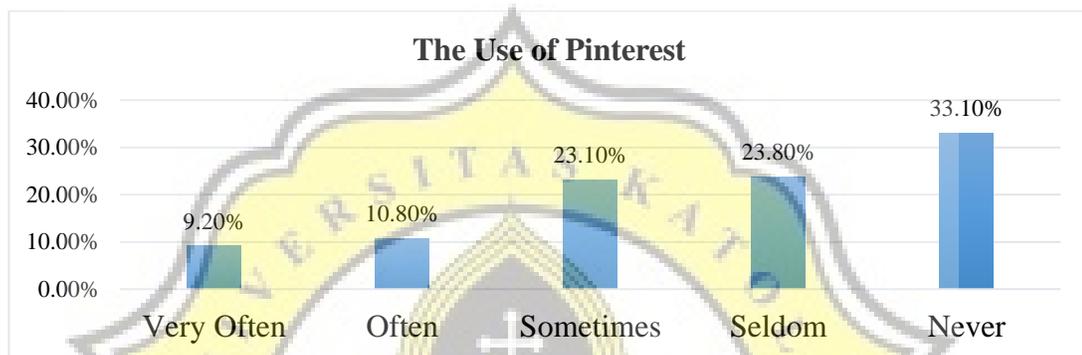


Figure 9. The percentage of respondents in using Pinterest

Pinterest is one of the less popular social media. The findings have shown that not many students used *Pinterest*. Approximately 33.10% of the students never used *Pinterest*. According to Zarro, Hall, & Forte (2013), *Pinterest* had slowly replaced by *Google Image*. Since *Pinterest* has the same function as *Google Image*, it was really possible that only 9.20% respondents surfed on *Pinterest*. Nevertheless, *Pinterest* provides the users positive images especially for learning English. It allows the users to search and download the materials related to English lessons in the classroom.

f. Facebook

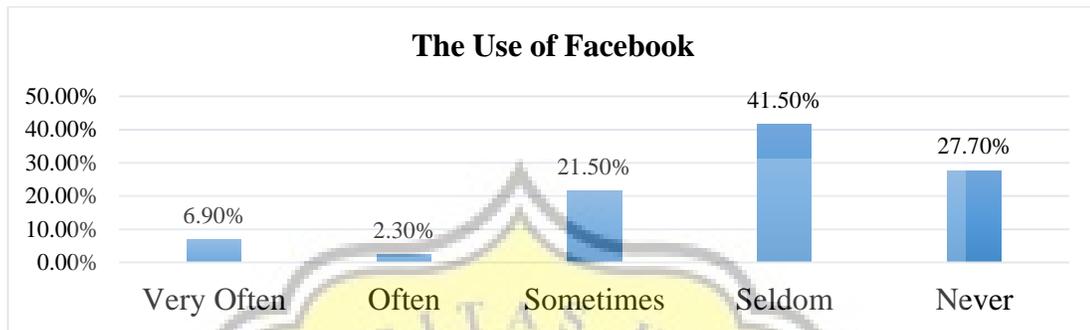


Figure 10. The percentage of respondents in using Facebook

Ever since newer social media platforms developed in the past ten years, *Facebook* is rarely used by young adults. Even though they created *Facebook* account, they did not use *Facebook*. The majority of the respondents (41.5%) seldom used *Facebook*; 27.70% of them never used it. Only 2.3% said that they often used *Facebook*.

4.2 The Students' Perception of Learning English Using Social Media

In this part, the writer presented her findings about students' perception of social media for learning English as a foreign language. She used SPSS 24 to count the means and standard deviations of each statement. The conclusion would be divided into two categories in each statement. If the mean of a statement was more than 3, the respondents had a positive perception. However, if the mean of a statement was less than 3, it meant that the respondents had a negative perception.

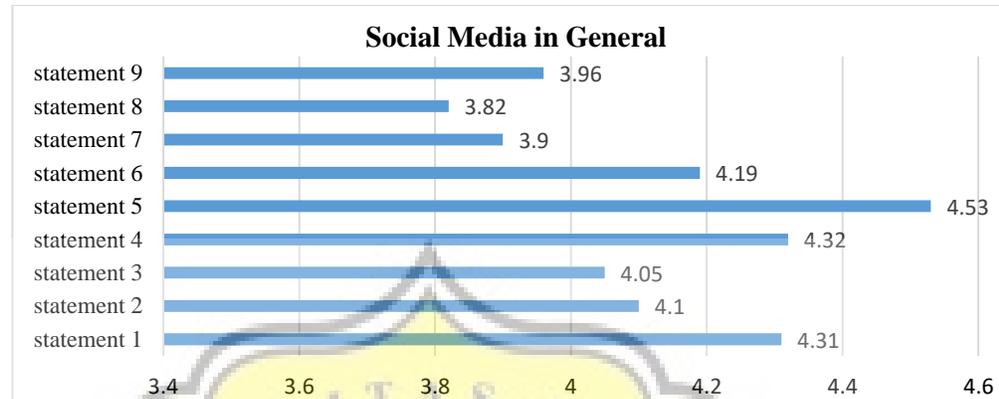


Figure 11. The overall mean of students' opinion about social media

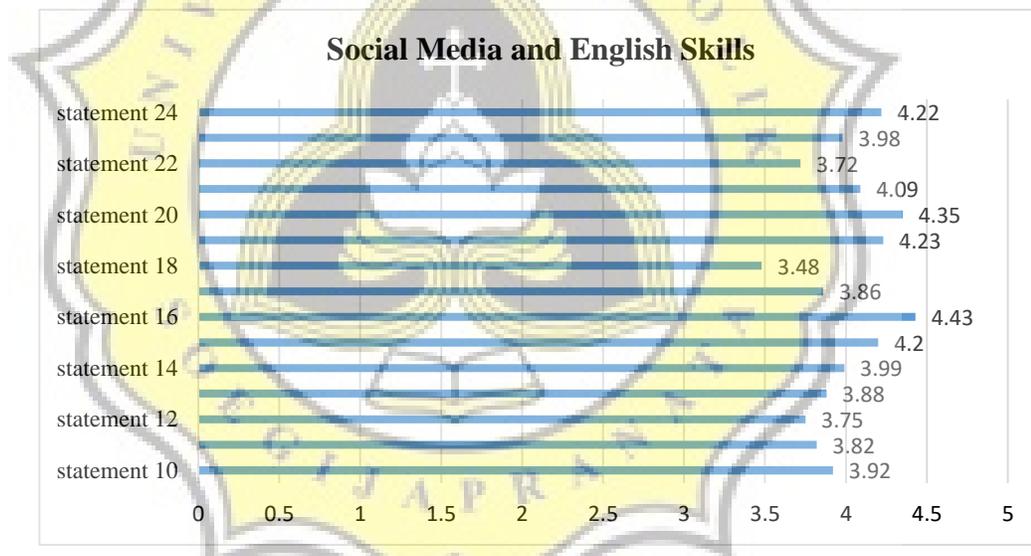


Figure 12. The overall mean of students' opinion about social media and English skills

Based on the figure 11 and 12, the average from all statements were more than three. It reflected students' positive perception of social media for learning English as a foreign language. The writer had already divided the questionnaire into two categories; the first one was about *the general opinion about social media (statement*

1 – 9) and the second one was about *students' perception of the benefits of social media to improve English language skills (10 – 24)*. In Figures 11 and 12, we can see that the students were very interested in using social media to learn English.

In this chapter, the writer also would like to discuss the quantitative findings based on the certain three highest mean and three lowest mean of the responses in each questionnaire

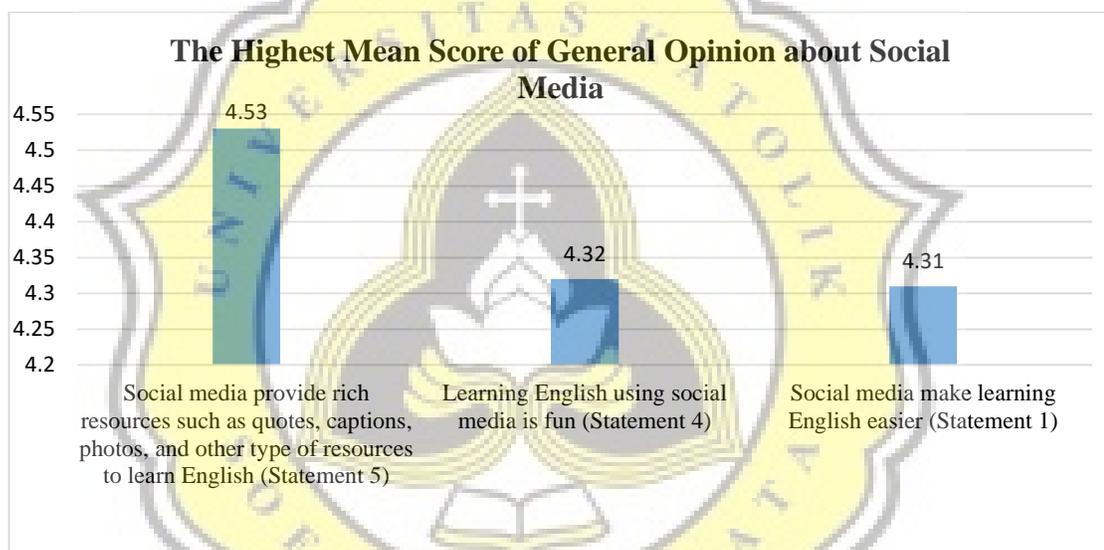


Figure 13. The highest mean score of general opinion about social media

Figure 13 showed the statements that have three highest mean scores related to students' general opinion about social media. There were 3 statements whose means were more than 4. The first one was Statement 5 (*social media provide rich resources such as quotes, and other type of resources to learn English*), the second one was Statement 4 (*learning English using social media is fun*), and the last was Statement 1 (*social media make learning English easier*)

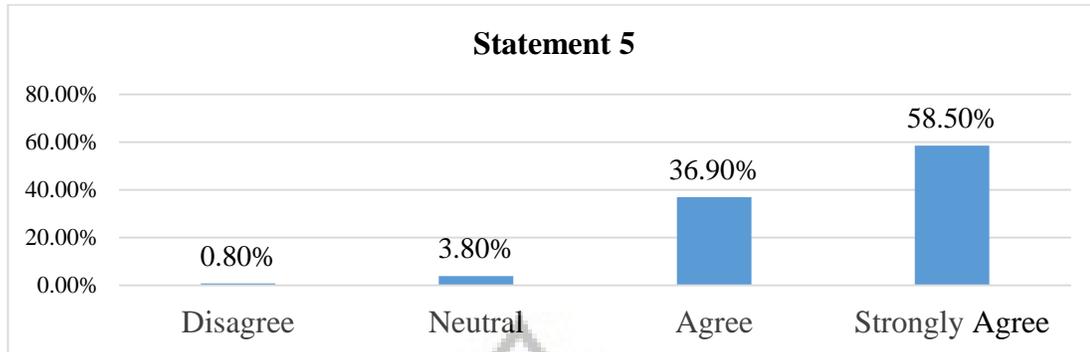


Figure 14. Social media provide rich resources such as quotes, captions, photos, and other type of resources to learn English

This statement had the first highest mean of statements in students' general opinion about social media. The statement reflected students' opinion about materials or media which they usually found and used to learn English in social media, those were quotes, captions, and photos written in English. The students had positive responses since social media provide all of those stuffs freely.

From 130 respondents, 36.90% (48 students) agreed and 58.5% (76 students) strongly agreed that social media provides them good resources to learn English such as quotes, captions, photos, and other type of resources to learn English. There were only 0.80% students who disagreed with this statement and no one strongly disagreed.

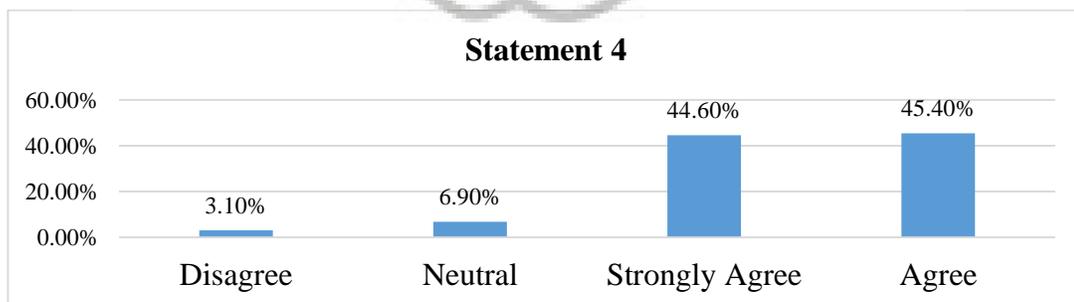


Figure 15. Learning English using social media is fun

The second highest mean score was from Statement 4. This statement was intended to find out students' opinion whether learning English using social media was fun or not. The mean was 4.32, it showed that students' perception of this statement was positive. This statement also had a connection with statement 5. Since social media provided resources for them to learn English through quotes, pictures, and photos, they were more interested in reading quotes or sentences in English. Overall, based on Figure 15, there were only 3.1% students who disagreed with this statement. The rest of them, 44.6% students chose Strongly Agree, and 45.4% students chose Agree.

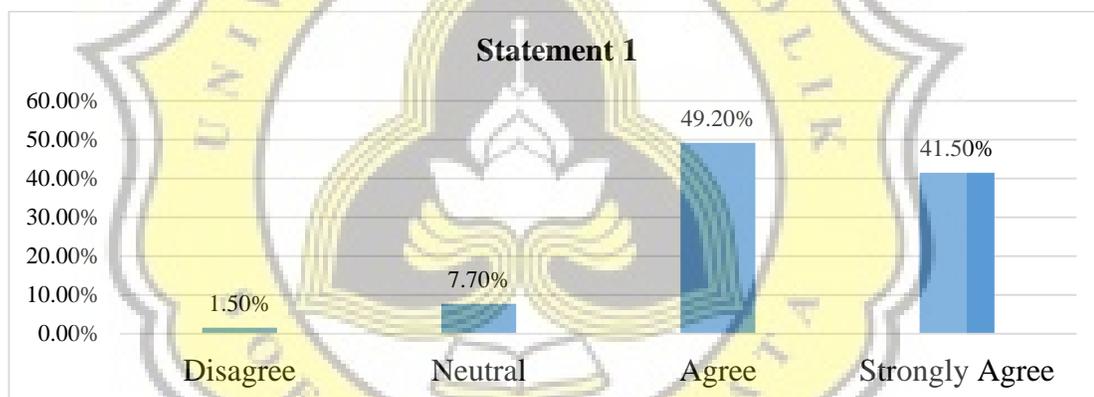


Figure 16. Social media make learning English easier

The third highest mean score was the first statement (*social media make learning English easier*). Based on Figure 16, 49.2% students agreed and 41.5% students strongly agreed with this social media that social media made learning English easier. The rest was 1.5% (two students) who disagreed with this statement. There were no students chose Strongly Disagree.

This statement also had connection with the two previous statements (Statement 5 and 4). The reliable resources which are provided by social media to learn English

make students easily understand English. It shows us that social media are useful to learn language especially English.

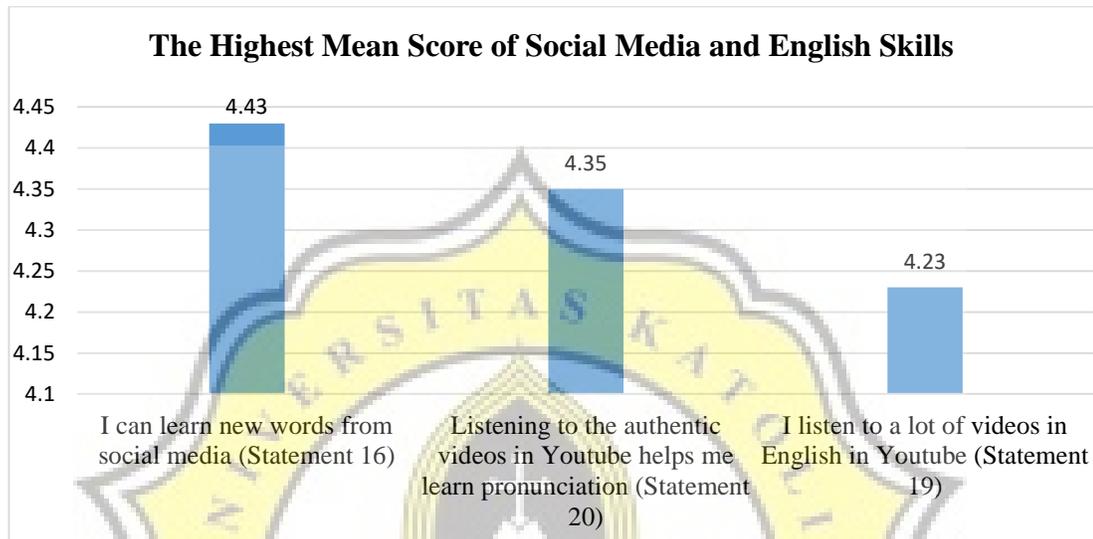


Figure 17. The question items with the highest mean score of social media and English skills

After the discussion about the highest mean value of general opinion about social media, the writer would like to discuss the statements which had the highest mean value of social media and English skills.

Social media were useful to improve students' English skills especially those who used the platforms too often (Aforo, 2014). Those skills were both receptive (listening and reading) and productive skills (writing and speaking). Thus, to observe that social media improved students' English skills was important.

In Figure 17, those were three statements which reached the highest mean. All of them showed positive perspective since the mean value of each statement was more than three. The first one was Statement 16 (*I can learn new words from social media*),

Statement 20 (*listening to the authentic videos in YouTube helps me learn pronunciation*), and Statement 19 (*I listen to a lot of videos in YouTube*). The short explanation and percentage breakdown were discussed by Figures down below.

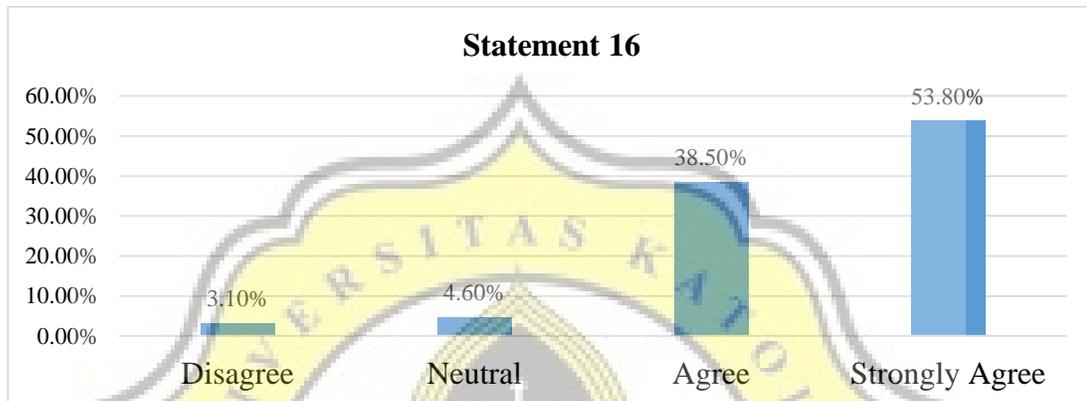


Figure 18. I can learn new words from social media

Figure 18 showed that 3.10% (4 students) disagreed with the statement, 4.60% (6 students) chose neutral, 38.5% (50 students) agreed with the statement, and 53.8% (70 students) strongly agreed with the statement. Those who agreed and strongly agreed with the statements ensured that they were always on social media to read captions, statements, and quotes on *Instagram*, *Twitter*, and another social media. Hence, students reported that they often read those sentences and learned new words in English.

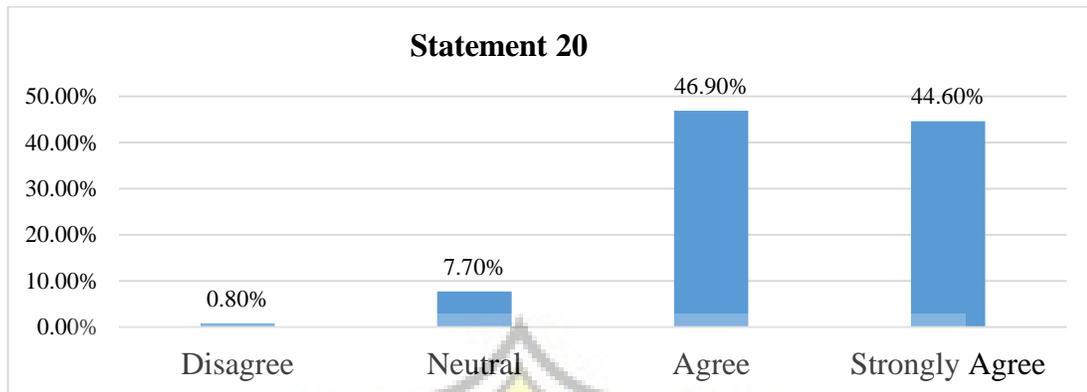


Figure 19. Listening to the authentic videos in YouTube helps me learn pronunciation
Statement 20 obtained 0.8% (a student) disagreed, 7.7% (10 students) chose neutral, 46.9% (61 students) agreed, and 44.6% (58 students) strongly agreed. Students had satisfied responses for this statement. More than 80% of the participants chose Agree that *YouTube* videos provided the opportunities to learn English pronunciation.

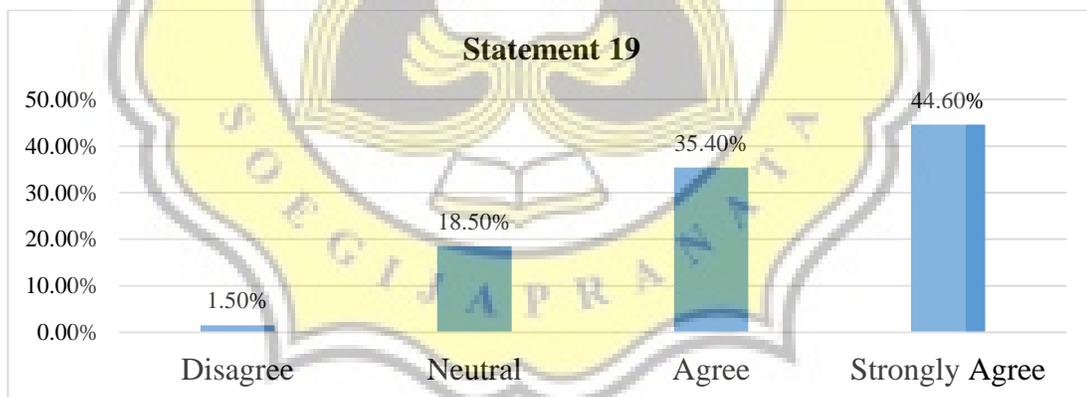


Figure 20. I listen to a lot of videos in English on YouTube

Statement 19 received positive responses from 44.60% who chose Strongly Agree. They strongly agreed with this statement since that they liked to watch videos on *YouTube*. Only 1.5% students who chose Disagree and no one chose Strongly Disagree. It showed us that actually they loved to watch and listened to

YouTube. This statement was also related to the Statement 20 (*listening to the authentic videos on YouTube helps me learn English*). This statement was also one of some factors why students could receive and improve their skills using *YouTube*. Since they listened to a lot of English videos on *YouTube*, they would get several English skill improvements, for instance pronunciation, listening, and another English lessons.



Figure 21. The question items with the lowest mean score of general opinion about social media

Figure 21 showed the statements that had the lowest mean scores, but the scores were still more than 3. The writer did not find the statements whose mean scores were less than three. Therefore, the respondents' perception was still positive. Based on the Figure 21, there were three statements that had the lowest mean scores. They were Statement 9 (*social media help boost students' confidence learning English*), Statement 7 (*I will recommend my friends to learn English using*

social media), and Statement 8 (*social media are important tools in learning English*).

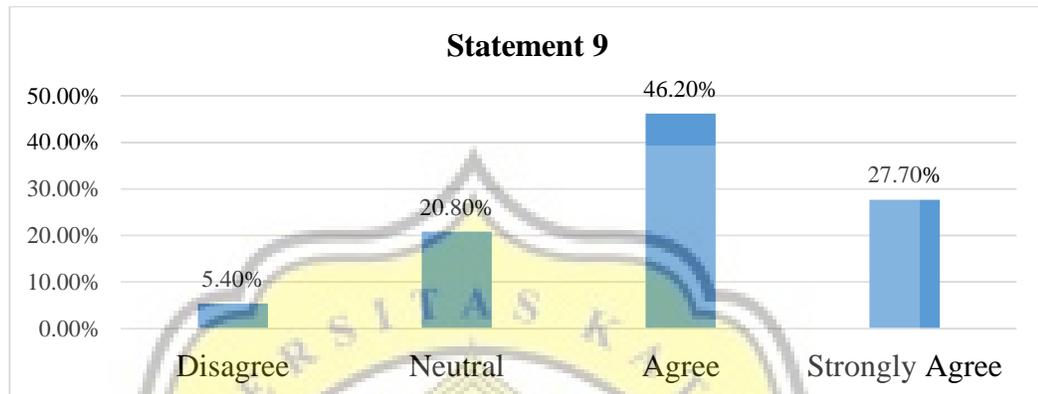


Figure 22. Social media help boost students' confidence learning English

Out of the 15 statements, Statement 9 (*social media help boost students' confidence learning English*) received the lowest mean. However, the responses were still favorable, which was 3.96. 46.20% agreed with the statement, 27.70% respondents chose Strongly Agree and only 5.40% respondents disagreed with this statement. It had proven that student could boost their confidence to use English more to update and post photos, captions, or tweets in social media.

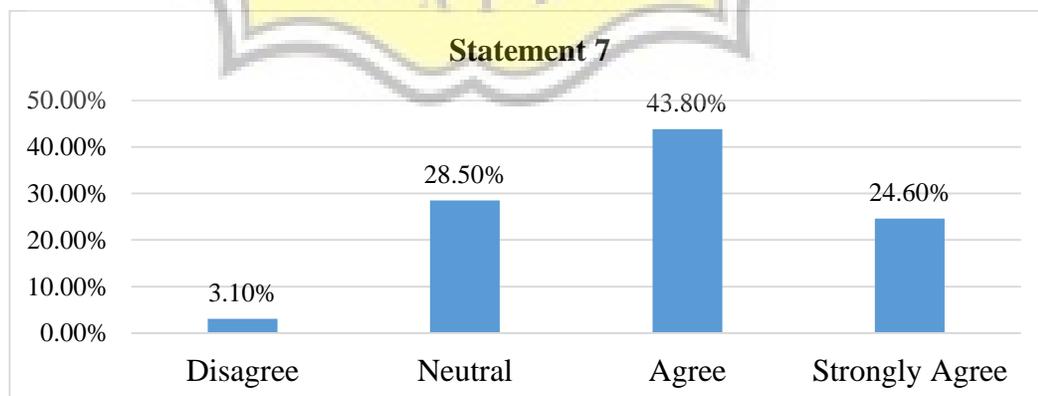


Figure 23. I will recommend my friends to learn English using social media

The next statement that had a lower mean score than statement 9 was statement 7 (*I will recommend my friends to learn English using social media*). Those who chose Agree and Strongly Disagree usually told their friends to use social media to learn English even though not in detail. There were 43.80% students who chose Agree and 24.60% students who opted Strongly Agree. The respondents who ticked Neutral and Disagree might think that they did not need to recommend social media to their friends since they assumed that social media were everyone's needs.

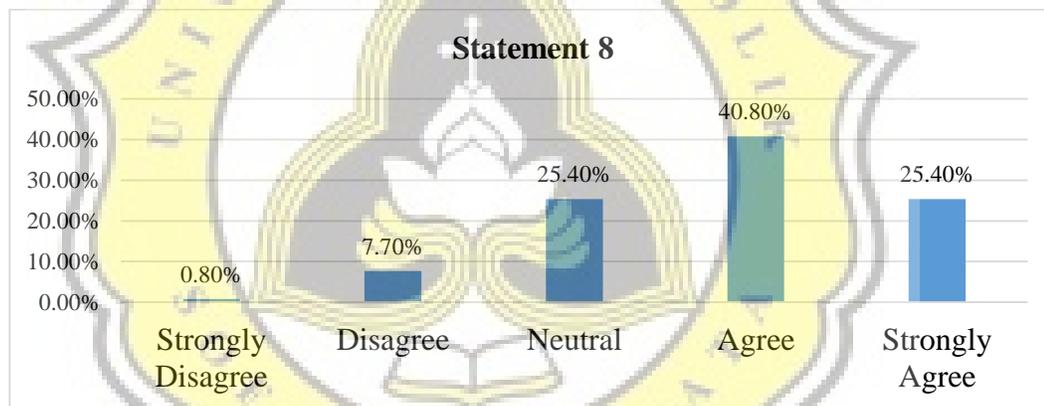


Figure 24. Social media are important tools to learn English

Students also believed that social media were actually important to learn English. This statement had the lowest mean score 3.82. However, the perception was still positive. The majority of the respondents (40.80%) had favorable responses. They opted for Agree and 25.40% chose Strongly Agree. The rest of them, 7.70% students chose Disagree and only 0.80% students chose Strongly Disagree.

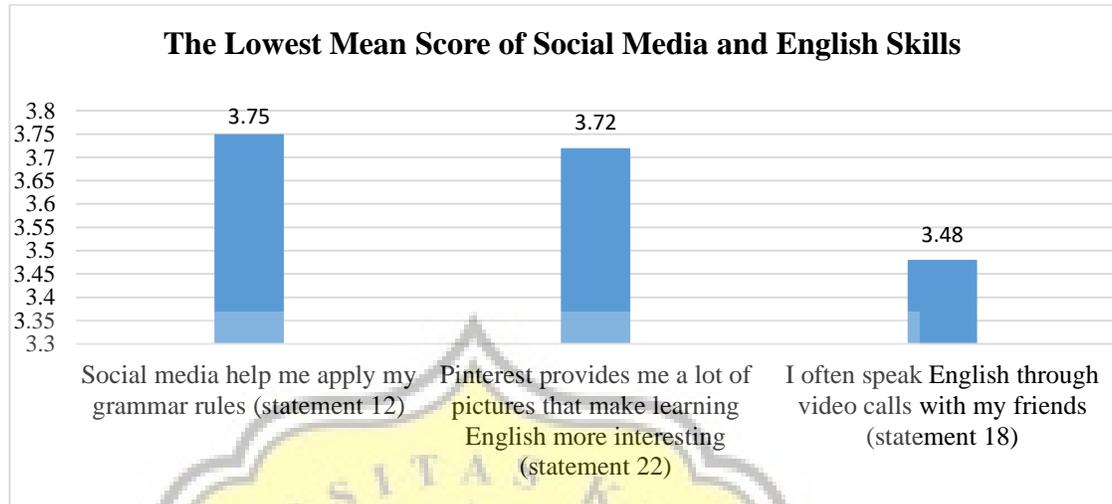


Figure 25. The question items with the lowest mean value of social media and English skills

Figure 25 showed the statements which had the lowest mean value for social media and English skills improvement. However, the respondents still had positive perception even though the mean score was one of the lowest. Statement that had the lowest mean scores were statement 12 (*social media help me apply my grammar rules*), statement 22 (*pinterest provides me a lot of pictures that make learning English more interesting*), and statement 18 (*I often speak English through video calls with my friends*).

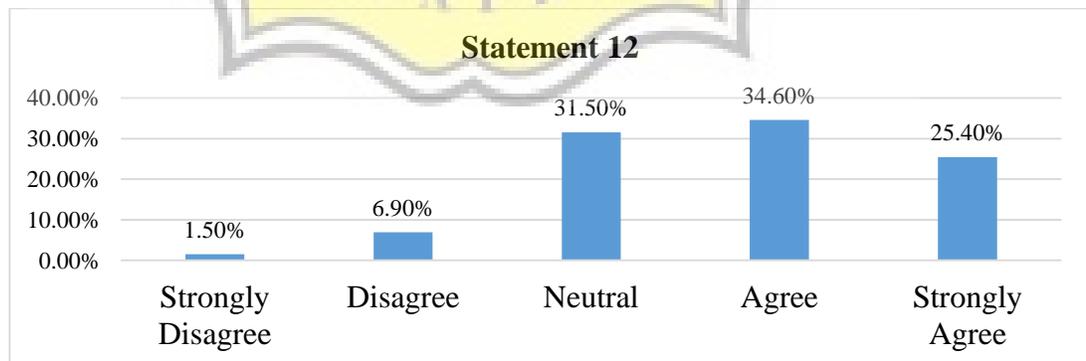


Figure 26. Social media help me apply my grammar rules

In Figure 26, there were 34.60% respondents who agreed with the statement and 25.40% strongly agreed with the statement. Only quite a few students (1.50%) opted Strongly Disagree and 6.90% students disagreed that social media helped them apply grammar rules.

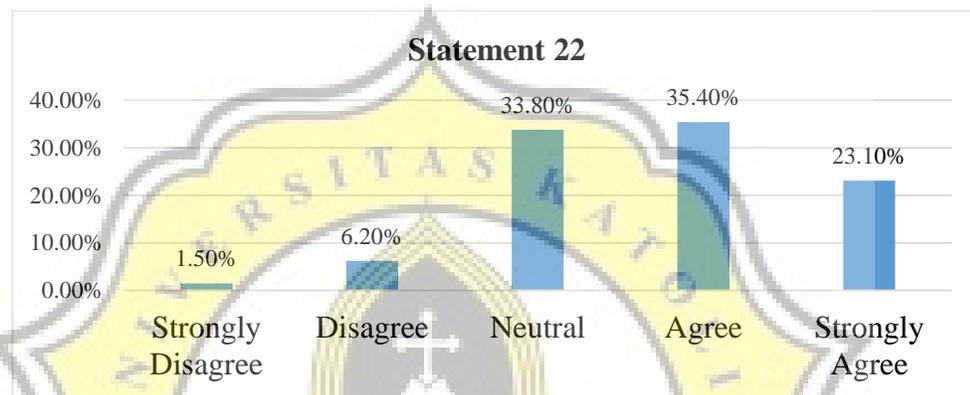


Figure 27. Pinterest provides me a lot of pictures that make learning English more interesting

The next after Statement 12, there was Statement 22 whose mean score was in the second lowest level. It was clearly shown in Figure 25 that students who chose Agree were 35.40% and 23.10% chose Strongly Agree. It showed us that students could use *Pinterest* to learn English since *Pinterest* provided a lot of pictures that could make learning English more interesting even though there were also students who chose Strongly Disagree (1.50%) and Disagree (6.20%). However, the rest of them (33.80%) chose Neutral for Statement 22.

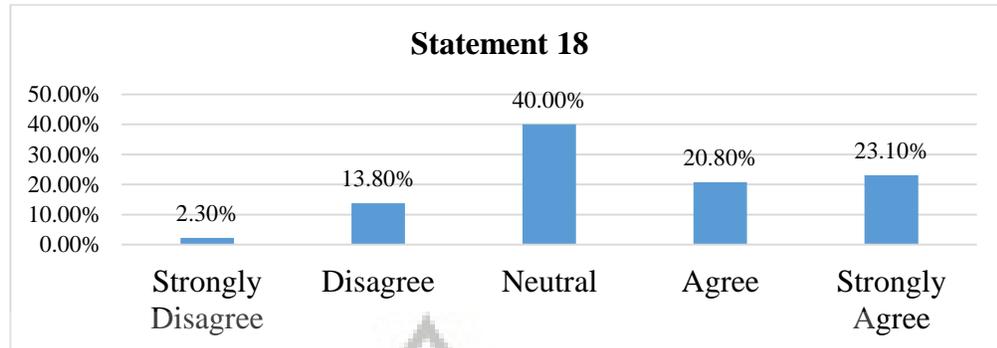


Figure 28. I speak often through video calls with my friends

The last statement which reached the lowest mean score was Statement 18. Figure 28 showed that Neutral received the highest responses. There were 20.80% who agreed with this statement, while 23.10% chose Strongly Agree. A merely 2.30% respondents chose Strongly Disagree. This means that they rarely use video call to talk to their friends.

4.3. Interviews

The writer collected the qualitative data by interviewing the students. In interpreting the interview results, the writer did not mention the real name of the respondents. The results of the interview were aimed at getting the in-depth information about students' perception of social media and English as their foreign language. There were five respondents who were willing to do an interview with the writer. Two of them were sophomores, two of them were juniors, and one of them was from senior year. The writer found out several same responses their experience using social media. The writer also provided

the mean of each social media which students usually used to learn English to strengthen the interview result.

a. The most frequently used social media to learn English as a foreign language

Based on the second research question mentioned above, the writer would like to find out what type of social media that the students use the most to learn English as their foreign language.

Based on the interviews with the students, the writer found that all of the students mostly chose *Instagram* and *YouTube* as platforms to learn English because they could find a lot of interesting pictures, sentences, and videos which were delivered in English. The videos and pictures on *Instagram* and *YouTube* were impressive since the students tended to learn English audio-visually as stated by Jane, a junior,

Ya paling *YouTube*. *Instagram* juga bisa, tapi cuma visual. Kalau audiovisual tetep mendingan *YouTube* banget-banget. (Julia Lika, wawancara, 27 Juli 2018)

(I tend to use *YouTube*. *Instagram* is also good for visual learning. For audiovisual learning, I prefer to *YouTube*, Julia Lika, interview, 27 July 2018)

Similar statement was also expressed by Julia Lika. She was interested in using *YouTube* to learn English since it provided her with audiovisual materials. Both *YouTube* and *Instagram* were important tools to learn English. However, *Instagram*

mostly provided the visual media like pictures and captions rather than audiovisual media like videos on *YouTube*.

... Because on Instagram I find a lot of videos that using English. For example, do you know @gurukuMrDanis? Dia tuh kayak ngajarin kita bahasa Inggris gitu loh. Tapi bahasa pengantarnya Bahasa Indonesia. (Kunto, wawancara, 26 Juli 2018)

(... Because on Instagram I find a lot of videos that using English. For example, do you know @gurukuMrDanis? He teaches us English but he uses Bahasa Indonesia, Kunto, interview, 26 July 2018)

Kunto expressed his opinion by mentioning one of *Instagram* users that taught English. His name was Mr. Danis. He also informed that actually Mr. Danis delivered his lessons by using Bahasa Indonesia to make learning English easier. Hence, he preferred using *Instagram* to learn English.

Kunto also explained about the use of *YouTube* to learn English when the writer about it. He said he could find a lot of sentences and words which were written and uploaded in English on *YouTube*. The writer asked him why he usually found them on *YouTube* rather than on *Instagram*. Then, Kunto was able to explain the reason.

Instagram tuh banyak juga. Tapi YouTube yang paling banyak. Soalnya mostly kan aku nonton YouTube videos which are delivered in English. Jadi, aku mendengarkan YouTubers ngomong pakai bahasa Inggris dan membaca

komen-komen fans nya juga pakai bahasa Inggris. Jadi aku sering banget lah membaca sama dengerin video pakai bahasa Inggris di YouTube. (Kunto, wawancara, 26 Juli 2018)

(Instagram has a lot of things to learn but YouTube has the most. It happens because actually I watch English videos on YouTube. Therefore, I listened to them (the YouTubers) talking using English and read the fans' comments in English. I read the comments and watch the English videos very often on YouTube, Kunto, interview, 26 July 2018)

Kunto mostly used *YouTube* since he could find a lot of English videos on *YouTube* rather than *Instagram*. He also stated that the comments that were written by the *YouTubers'* fans were also delivered in English. This activity pushed Kunto as a student to learn English as his foreign language more and more. However, another student, Susi Gadis, had different opinions about this.

Kalau Instagram kan banyak banget akun-akun yang khusus buat belajar ngga cuman bahasa Inggris. Kita bisa berbicara sama orang pakai bahasa Inggris di kolom komentar, kita juga bisa mengekspresikan feeling kita lewat nulis caption atau tweet kita. Agak mengasah writing skill. (Susi Gadis, wawancara, 26 Juli 2018)

(On Instagram we can find a lot of accounts which provide you not only to learn English. We can talk to another users using English by leaving comments. We

can also express our feeling by writing caption or tweets. It can also improve our writing skill, *Susi Gadis, interview, 26 July 2018*)

Susi stated that actually on *Instagram* she could find a lot of sentences written in English. She did not have to follow or find accounts which purposely teaching English. By uploading pictures and expressing our feeling and situation in our captions in English, we learn the English language.

Emm... Instagram bisa (untuk belajar bahasa Inggris). (Maxime Xavier, wawancara, 27 Juli 2018)

(Hmmm... Instagram works (to learn English), Maxime Xavier, interview, 27 July 2018)

... Aku dapat vocab baru, aku dapat cara berbahasa yang baru, aku jadi tahu orang bule itu kalau ngomong gimana. Dari baca status, caption, atau kata-kata lain. Tapi di sisi lain aku belum dapat semua nya yang seharusnya aku gunakan untuk sekolah. (Risa Karen, wawancara, 27 Juli 2018)

(... I learn new vocabularies, I can understand new language, I also understand how foreigner speak by reading the caption, status, or another sources. However, I still cannot fulfill what I need to learn in the college, Risa Karen, interview, 27 July 2018)

Based on the interview results above, students opted for *Instagram* and *YouTube* to learn English. The mean scores of *Instagram* and *YouTube* used by the

students were also high. Those were 4.03 for *YouTube* and 4.33 for *Instagram*. In contrast to the result of the interview in which *Instagram* and *YouTube* were mostly used, Line had the highest mean score (4.84). In the end, they kept on stating that using *Instagram* and *YouTube* really helped them learn English as a foreign language. Nonetheless, as reported by Risa Karen during the interview, she stated that actually the materials in the social media did not match the subject materials in college.

The same findings were also reported by a researcher in University of Romania. She studied the impact of social media towards the improvement of students' vocabulary in class (Monica, 2014). She reported that social media provided various vocabularies to learn English for the students. Those vocabularies help students improve their writing and reading skill learning in the classrooms to some extent. However, these vocabularies often do not match with the appropriate words for college students to succeed in academic writing.

In conclusion, to elicit the second research question, the writer concluded that the social media which they often used were *Instagram* and *YouTube*. They believed that actually *YouTube* and *Instagram* provided materials and lessons to learn English even though they were not looking for specific accounts about teaching English such as [@skinnyfabs](#), [@bbclearningenglish](#), and [@translatepedia](#). They also claimed that actually they could get new vocabularies from *Instagram* and *YouTube* to help them develop their English skills.

On *YouTube*, they could listen to the various English videos and read the comments in English. On *Instagram*, they could read a lot of words and sentences which were written in English. They also usually expressed their feeling and current situation using English.

b. Students' learning process by using social media

The writer already figured out how actually students use social media to learn English as their foreign language. She also analyzed the pattern that basically students stated during the interview. They almost had the same answer about their process in learning English by using social media.

... Mulai dari takut salah, terus penasaran, terus akhirnya buka dictionary dan aku tahu jawaban yang sebenarnya. Misalnya, kata ini bahasa Inggris nya tuh apa, verb-verb nya tuh apa, atau adjective nya yang belum pernah aku temui di kelas. Kayak misalnya "stunning" aku awalnya ngga tahu, malah tahu nya dari social media. Aku tahu dari Instagram account nya Selena Gomez pas dia mau konser. Dia "stunning" banget artinya dia "flawless" banget. Begitu.
(Kunto, wawancara, 25 Juli 2018)

(...At first I am afraid of doing mistake, then I am curious about those words, then finally I looked them up in the dictionary to get the right answer. I try to find out what those words mean, the verbs, the adjectives which I have never found before. For instance, 'stunning,' I have never understood that word

before. I knew that from social media. I knew that from Selena Gomez's Instagram account. She is so stunning. It means she is so flawless, *Kunto, interview, 25 July 2018*)

Kunto stated that actually he was curious about some difficult words updated in social media especially *Instagram*. That curiosity appeared when Kunto felt very afraid of making mistakes or errors when he wrote something in social media. He said that those difficult words which were found in social media were usually used to express or explain. He also informed that actually he learned difficult words like verbs or adjectives which he had never read before. After he got curious about those words, he decided to find the meaning in the dictionary. The same response was also stated by Susi Gadis. She reported the learning process by using social media.

Misalnya nih aku mau upload foto di Instagram, nah aku bingung kan mau nulis caption apa. Lantas aku cari di Google, tetep ngga tau artinya kan. Aku lari ke Google Translate. Setelah aku cari tahu artinya, aku jadi tahu arti sesungguhnya dan aku belajar secara otomatis. (Susi Gadis, wawancara, 26 Juli 2018)

(For example, I would like to upload my photo on *Instagram*, I am confused about the caption. Then I search a quote from Google, I still do not know what the meaning is. I move to Google Translate. After I find the meaning, I can easily know the meaning. That is how I learn English from social media. It feels like I automatically learn English, *Susi Gadis, interview, 26 Juli 2018*)

Susi's statement was similar to Kunto's in that actually students still need a dictionary or *Google Translate* to learn English. They translated difficult words first before they did the next steps. Another similar response was expressed by Risa Karen. She told the writer about the same learning process using social media.

Sering! Banyak banget kata-kata yang buat penasaran di social media. Pokoknya sering. Kadang aku nih ngga tahu kalimat ini, maksudnya apasih, kok pengen tahu. Misal contoh simple nya "pathetic" aku ngga tahu kan kata-kata itu artinya apa. Pernah baca-baca quotes yang bijak-bijak gitu, aku ngga nangkep. Biasanya aku langsung cari gitu di Google. Sing literally cari gitu di Google. Aku sih apa-apa butuh Google. (Risa Karen, wawancara, 26 Juli 2018)

(Very often! There are so many words which make me curious in social media. Sometimes I do not know what they mean. Meanwhile, I really want to know them. A simple example is "pathetic." I did not know the meaning because I suddenly found it when I read a wise quote. I really did not get it. I usually searched difficult words on Google directly. I always need *Google* every time, Risa Karen, interview, 26 July 2018)

Julia Lika also said the same thing about *Google*. She admitted that she used to make some mistakes on social media but she always tried to correct them after she found the right answer on *Google*.

Iya pernah, pastilah. Orang aku juga kalau salah gitu larinya ke Google. Langsung tak Google Translate. Kalau aku ngga tahu artinya juga aku langsung ke sana (Google Translate). (Julia Lika, wawancara, 27 Juli 2018)

(Sure. If I do some mistakes, I will directly translate it using Google Translate. If I do not know the meaning, I directly go to Google Translate, *Julia Lika, interview, 27 Juli 2018*)

Risa and Julia's statement also showed us that actually students needed support system to learn English using social media. They needed online and offline dictionaries. They also needed *Google Translate* and *Google* to help them find difficult meaning and words on social media. Another support systems that they needed in their learning process were teachers and friends. The students stated so since they were less-confident to express and explain something using English in social media. Hence, before they uploaded or wrote something on social media, they asked for the correction from their friends. Friends and teachers were also the most important support systems which students needed (Augustin, 2014).

Iya! Karena aku anak sastra Inggris aku jadi merasa terintimidasi. Tapi it does not mean kalau aku ngga pernah update atau ngomong pakai bahasa Inggris di social media ya. Kalau aku update, ya aku bener-bener mikir gitu. Mesti lama banget mikirnya. Kayak sama si DC, aku pernah nanya ke dia gara-gara aku pengen update pakai bahasa Inggris di Instagram tapi aku takut salah. (Risa Karen, wawancara, 27 Juli 2018)

(Yes! I feel so intimidated because I am English literature student. But it does not mean that I never write or update using English in social media. If I want to update something using English, I will think about it for several times. I used to ask DC (interviewee's friend) about sentence which I really wanted to update on *Instagram* but I was afraid of making mistakes, *Risa Karen, interview 27 Juli 2018*)

Risa told her story that actually she was afraid of making mistakes if she wrote or updated her status in English. She even needed her friend to proofread them before she posted them. In her mind, she thought that she was an English literature student. Thus, she believed that English Department students should not make errors while writing or posting sentences in English.

Maxime Xavier reported that he did not want to use English too much on social media. When the writer asked him whether he ever made mistakes on social media or not, he said that he also did.

Pernah, Kak. Tapi ngga sering. Sekali atau duakali. Ya benar karena dibenarkan orang lain itu. Kalau ngga dibenarkan ya tetap salah. (Maxime Xavier, wawancara, 27 Juli 2018)

(Yes, I did. But it was not that often. Maybe once or twice. It became right since some people corrected me. If they had not, I would have made the wrong sentence, *Maxime Xavier, interview, 27 Juli 2018*).

However, some respondents reported that they were confident enough to use English to write and post their words on social media. They felt confident because they learned English every day. Their education background as English department students was also giving a positive impact. Since they were majoring in English, they were not afraid of making mistakes in updating or posting something written in English to improve their English skills.

Because I have a knowledge. Aku punya pengetahuan tentang grammar nya, aku punya pengetahuan tentang struktur kalimat, verb, dan segala macamnya. Jadi aku pede-pede aja. Setelah itu, social media hanyalah alat bantu untuk mengasah dan memperdalamnya lagi. (Kunto, wawancara, 25 Juli 2018)

(Because I have a knowledge. I have knowledge about grammar, structure, verbs, and everything. It makes me more confident. After all, social media are just a tool to get in-depth in it, *Kunto, interview, 25 July 2018*)

Susi Gadis was also stated the same thing related to the education background, . . . *Karena aku anak sastra Inggris! Tapi sebenarnya tuh bukan masalah jurusannya. Orang teknik atau psikologi juga pasti ada yang bisa berbahasa Inggris. Tapi karena kita anak sastra Inggris, kan seharusnya memang bisa berbahasa Inggris dan lebih punya banyak ilmu dan lebih percaya diri untuk memakai bahasa Inggris tersebut. Begitu. (Susi Gadis, wawancara, 25 Juli 2018)*

(. . . It is because I am English literature student! But actually it is not about the major. Engineering or psychology students are mostly capable of using English. However, it because we are students of English literature, or knowledge are better than them. We also have to be more confident using English every time, *Susi Gadis, interview, 25 July 2018*).

However, compared with Julia Lika, she was confident in using English on social media not because she was an English literature student. She said she was confident if the grammar was not complicated.

Aku PD nya sih karena itu grammar nya ngga ribet. Tapi kalau banyak banget kaya ada adjective clause, passive, active, semua nyambung jadi satu, wah itu aku kadang bingung sendiri. (Julia Lika, wawancara, 27 Juli 2018)

I feel confident because the grammar is not that difficult. However, if the structure is too much, like I need adjective clause, passive, active, in my sentence at once, I will be very confused about that, *Julia Lika, interview, 27 July 2018*).

In this session, the writer concluded that actually students' curiosity led their learning process using social media. However, some of them were less-confident because they were afraid of making mistakes in using English to post and express their feeling on social media. Some of them were confident because they believed in themselves that actually they had English knowledge better than students in different

department such as psychology, engineering, and architecture. Julia Lika also stated that she would be confident in writing or posting caption and picture in English on her social media account if she only used simple sentences.

c. Various language skills that students can learn from social media

In the interview session, the writer found what types of skill students believed the most useful for them from the social media. They stated that actually the social media could possibly improve both their receptive and productive skills in learning process using social media. They also stated that people who they followed on their social media account could be beneficial. They believed that if the people whom they followed using English for photo captions or comments, they would be able to acquire some words or expressions.

When asked what types of skills students could improve from their interaction on social media, students reported that they were able to learn various English skills. However, what they acquired from the social media did not always help them master advanced language skills such as academic writing.

Sebenarnya semua itu bisa di asah dengan belajar melalui social media. Productive skill iya, tapi writing engga. Lebih banyak improve ke speaking skill karena di YouTube banyak banget orang ngomong pakai bahasa Inggris. Aku bisa tiru cara orang tersebut ngomong. Kenapa writing engga? Karena writing yang kita pakai itu kan lebih ke academic writing bukan kalimat yang biasa-

biasa aja. Kalau buat text ke temen ya oke lah. Tapi kalau buat paper atau essay ya I think no. Kalau untuk receptive skills, listening itu bisa banget di improve, karena mau ngga mau kita nonton YouTube ya ndengerin orang ngomong pakai bahasa Inggris. (Kunto, wawancara, 25 Juli 2018)

(Actually every skill can be developed by using social media. Productive skill is mostly for speaking skill. Since on *YouTube* we can find a lot of people talking using English, we can imitate what they say. For writing, I do not think it works since writing that we use is more like academic writing. It is not about a regular writing. If it is used to text our friends, it will be fine. However, if it is used for writing an essay or a paper, I think no. For receptive skills, listening is totally able to be improved because we will listen to people who mostly speak using English, *Kunto, interview, 25 July 2018*)

In another conversation, Kunto also explained that social media did not improve reading skill either. Reading materials that students in Faculty of Language and Arts needed were actually academic reading materials for TOEFL Test or another English test in advance. It also happened in Aforo's study (2014) about *The Impact of Social Media in Academic Reading* opined that actually social media give impact to students' English skills improvement. However, in the conclusion, to improve academic reading skill, social media did not give enough sources. It happened because he found that people could possibly write sentences in grammatically wrong on social media.

Another statement was also delivered by Kunto,

Reading nggak terlalu ngefek. Hal ini disebabkan karena konteks reading yang aku butuhkan adalah academic reading untuk TOEFL Test bukan seperti reading-reading yang biasa. Vocab yang aku perlukan untuk mahasiswa seumuran aku seharusnya juga lebih high daripada vocab yang biasanya tersebar di social media. Kalau cuma reading kayak short story atau novel, okelah. Tapi kalau buat ujian serius kayak TOEFL gitu, social media belum bisa mempengaruhi banyak. (Kunto, wawancara, 25 Juli 2018)

(Reading does not affect too much. This is caused because the content of the passages that I need is academic reading for TOEFL Test. Vocabularies which I need are supposed to be higher than the general vocabularies which I find on social media. If it is only about short story or novel, it will be fine. However, for the advance test like TOEFL, social media have not affected too much, Kunto, interview, 25 July 2018)

Nevertheless, another perception was stated by Risa Karen. She implied that social media were able to improve her reading skill. She also explained another skill which could be improved using social media.

Kalau reading, yang dibutuhkan kan seberapa cepat kamu membaca, seberapa besar kemampuanmu menangkap intinya, nah latihan aja dari sosmed. Karena kalau sudah sering membaca, pasti akan cepat terlatih. Kalau sosmed baca 1x bisa, 2x bisa, 3x bisa, lama-lama bisa melatih reading skill. (Risa Karen, wawancara, 27 Juli 2018)

(For reading, what we need is knowing how fast you read that passage and how fast you understand the main point. By practicing using social media, we will get used to it. Once, twice, three times, you will get used to it to practice your reading skill, *Risa Karen, interview, 27 Juli 2018*)

She stated that actually by reading passage on social media, we would get used to it. She believed that social media could improve reading skill by reading the passages which were provided on social media.

Another skill which could be improved was writing and speaking. They also mentioned that by reading some post or captions on social media, they could find new vocabularies which they had never found before. Almost all of the respondents mentioned the same skills which were probably improved by using social media.

According to Maxime Xavier, he was able to learn pronunciation from *YouTube*, in the interview session, he stated that

Soalnya menurut aku, aku bisa belajar banyak dari orang luar kayak grammar dan pronunciation. (Maxime Xavier, wawancara, 27 Juli 2016)

(For me, I am able to learn English from foreigner to improve grammar and pronunciation, *Maxime Xavier, interview, 27 July 2018*)

However, Julia Lika stated that social media could improve both listening and speaking. She tended to listen to the live news on *Instagram* or *YouTube* and started

to learn by imitating their speaking style. Other than that, she also said that social media could also improve their writing skill.

Writing sama listening. Ya speaking juga kalau misalnya sarana nya memadahi kayak telponan sama partner yang cocok. Tapi lebih ke listening sih soalnya aku orangnya suka talk show gitu. Kalau writing, aku tahu dari membaca meme, caption, atau berita, terus aku tulis ulang lagi. (Julia Lika, wawancara, 27 Juli 2018)

(Writing and listening. Speaking is also improved if we could have conversation with the right partner. But I prefer to the listening skill because me personally like watching talkshow. For writing, I improve it from reading meme, caption, or news. Then, after that, I re-write it, *Julia Lika, interview, 27 July 2018*)

d. Teachers Roles in Learning Process

Even though students reported that they could improve their skills in their learning process, they admitted that teachers' roles were really important to them. They needed teachers to complete the lessons which they got on social media and add the lessons which they did not get on social media. Since they learned English using social media not on purpose, they realized that the materials which they got were not enough.

Ya butuh, mau gimanapun butuh. Kalau cuma bilang good morning doang atau yang simple gitu ngga usah nanya kan uda tahu sendiri. Tapi kalau yang sudah susah banget ya mesti nya butuh lah. (Julia Lika, wawancara, 27 Juli 2018)

(I still need them. No matter what happens, I still need teachers. If it is just saying something simple like ‘good morning,’ I know. However, for the difficult ones, I still need my teachers, *Julia Lika, interview, 27 July 2018*)

The same statement was also delivered by Susi Gadis, Risa Karen, Kunto, and Maxime Xavier. Some of them stated that,

Iya dong. Kalau cuma baca caption di social media doang, kita ngga tau loh dia anak mana, background bahasa Inggris nya baik atau engga. Even though dia native speakers atau bule, kan belum tentu dia berbicara atau menulis dengan benar. Sama kayak kita orang Indonesia, belum tentu kita ngomong bahasa Indonesia dengan tatanan bahasa yang baik. Kenapa kita butuh dosen? Karena kita tahu background mereka adalah orang-orang yang berpengalaman banyak dalam berbahasa Inggris. Mereka juga memiliki pengalaman untuk membedakan mana yang benar dan yang salah. Bukan masalah kewarganegaraannya, aku juga sering tahu kok kalau bule grammar nya banyak salah, malah bagus an orang Indonesia yang berbicara. Itu sebabnya kita butuh guru atau dosen untuk mengajari dan memberi kita feedback. (Susi Gadis, wawancara, 27 Juli 2018)

(Of course, yes. We cannot even know their backgrounds, whether they are good in English or not. Even though they are native speakers, it does not guarantee that they are grammatically correct in reading or speaking. As same as Indonesian, we cannot say if we are good in Bahasa Indonesia. Why we still need lecturers? It is because we know their background. They are good in English. They are well-experienced in teaching English. They also have a lot of experiences to differentiate which one is right, which one is wrong. It is not about the nationality, I know that even foreigners do mistakes, even Indonesians are better. Therefore, we still need lecturers to teach and give us feedback, *Susi Gadis, interview, 27 Juli 2018*)

Another same response from Risa Karen,

Tetep! Selain sosmed, aku juga selalu nanya orang-orang yang lebih expert daripada aku. Contohnya, pas itu aku lagi di ruangannya Bu Anggun, aku ngga tahu kan ini artinya apa, ya aku langsung nanya. Secara ngga langsung, ya aku masih butuh dosen dimanapun-kapanpun. (Risa Karen, wawancara, 27 Juli 2018)

(Sure! Excluding social media, I keep on asking to people who are expert than me. For example, when I was studying in Mrs. Anggun's office, I did not get what this sentence meaning was. I directly asked her. I still need my lecturers everywhere—every time, *Risa Karen, interview, 27 July 2018*)

All the participants agreed that teachers played an important role in their learning process. They also believed that teachers would keep on giving feedback if they were asking about the materials which they did not understand clearly. In addition, people on their social media also affect them. For those who followed users whose accounts were mostly using English, they would get the impact in using English on their social media.

4.4 Discussion

After the writer discussed the overall findings which were taken from quantitative and qualitative data, she would like to discuss the findings. According to the overall data, the writer found that social media were useful for students to learn English. Based on the result of quantitative data, the students stated that leaning English using social media was totally fun. 44,6% students agreed with that statement. In addition, they also stated that actually social media were the most important tools which they needed to use while learning English outside the classroom. They stated that social media provided captions, pictures, tweets, video, and short movies to learn English. However, some of the students admitted during the interview session that they still needed formal classes to learn English more as their foreign language. This statement was in line with Mubarak's findings (2016), in which he found that it was normal if students like to learn English as their foreign or second language through social media. The existence of technology, especially social media, could lead students learning English better and increase students' positive perception and attitude towards

technology (Murniati & Sanjaya, 2017). However, they still needed sessions to learn English in a more formal manner.

Students also agreed that social media make them become an independent learner since social media were flexible. They were able to use social media everywhere and every time. Some students reported that they learned English using social media deliberately. They followed people who often used English to update tweets, photos, captions, and those words were automatically read and understood by the students.

Students also believed that their learning process in social media could possibly improve their English skills either receptive or productive skills. The same view stated by Omar, Embi, & Yunus (2012); they said that social media now became a significant part of learning English. It was necessary for students to choose the best social media platform as their tool to learn English as a foreign language. In this study, generally, the students mostly chose *Instagram* and *YouTube*. They would also possibly find advance vocabularies and listen to the new difficult words from some credible accounts such as *National Geographic (@natgeo)*, *BBC News (@bbc)*, and *Billboard (@billboard)* if they were willing to follow those accounts. However, this study was only on perception. The writer should emphasize the limitation to discuss language skills improvement. There were supposed to be a test or experiments to see whether social media really helped student improve their English skills.

Students also have ample opportunities to become an independent learner. However, some of them needed support systems in their learning process using social media. The first one was *Google Translate* or *Google* as the general search engine. All of the respondents of this study stated that every time they were confused in defining or translating difficult words which were found on social media. They sometimes moved to *Google* and opened *Google Translate* to find the right meanings of those words. Some studies also found that college students utilized MT or machine translator for difficult words they came across in social media because they lack of vocabularies and make spelling errors (Läubli & Orrego-Carmona, 2017). The second was online and offline dictionary. Students tend to use online and offline dictionary after they read and write sentences or words in English. The third is teachers. According to the students, they still needed teachers in the classroom to teach them English since they believed that teachers had excellent education background and they could give comments or feedback to the students accurate.