

## A QUALITATIVE STUDY OF SOCIAL MEDIA FOR ENGLISH LEARNING

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### Introduction

Literature on the interplay between social media and language learning indicates that social media help society learn English. Social media are defined as the internet based applications which are also known as Web 2.0 (Kaplan & Haenlein, 2010). Social media have developed greatly since the expansion and the evolution of technology. Social media bring people together, facilitate collaboration, and make communication easier. Currently, social media are used as a platform to create and publish content continuously from one user to another (Obar & Wildman, 2015).

Through the rise of Web 2.0, social media greatly improve society because people can now gain advantages which they cannot get before its existence. Users are able to use social media to act and react to what is happening around them; for instance, giving responses to the tragedy around them without depending on third persons for media access (Dijkmans, Kerkhof, & Beukeboom, 2014). Social media users take advantage by using their smartphone and get the information based on the news spreads world-wide (Best & Maier, 2007). By using social media, teenagers and college students are able to entertain themselves as they have Twitter, Facebook, Instagram, Instant Messaging (LINE, WhatsApp, KakaoTalk, and We Chat). Some studies had proven that social media provide the advantages and disadvantages. The most common disadvantage of the use of social media is cyberbullying in teenage life. Cyberbullying is commonly viewed as a negative effect of social media. It is one of technology abuse in communication (Roberto, Eden, Savage, Ramos-Salazar, & Deiss, 2014). The most common type of cyberbullying is sending the inappropriate message via instant messaging, blog, or Short Message Service (SMS) to tease or hurt people (Stuck, 2011). Another disadvantage of social media is the identity theft or identity fraud which is defined as a crime in which someone or a group takes ones' identity or personal data deceptively. This crime is usually used for an economic benefit or economic gain (Justice, 2017). Since the identity theft is

mentioned as a cyber-crime, personal information which is uploaded in social media becomes less secure and social media become the cause of users' hacking of personal information. Another social media disadvantage is that social media cause unproductivity. People waste time to engage in online friendship (Alwagait, Shahzad, & Alim, 2014). They spend around 18 hours or even 24 hours online (Sorensen, 2013).

Based on the data regarding the most popular social media used by the active users, Facebook tops the list. It has more than 6 million active users per-month. It had 1.94 billion income in March 2017 and 2.01 billion in June 2017. These days, Facebook reaches 2.3 billion active users as Mark Zuckerberg announced through his personal account on June 27, 2017. The second most popular social media is Instagram. It has 1.5 billion users. The third is YouTube with 800 active users (Kallas, 2018). Kallas (2018) also mentioned that the users of social media are mostly teenagers.

Even though social media have some disadvantages, social media can improve and increase students' academic performance in class especially in English class (Alwagait, Shahzad, & Alim, 2014). More teachers are willing to integrate social media in their classroom to teach English as the foreign language (FL) to improve the students' skills such as writing, speaking, and listening. They usually use the available applications such as Facebook, Path, Twitter, WhatsApp, Line, and BBM (Singhai, 2007).

The teachers and learners who use social media to learn English as the second or foreign language believe that social media make the lesson inside and outside the classroom becomes more effective and easier (Chartrand, 2012). Even though some people find difficulties in learning a language, using social media to improve ones' second language is a good idea (Mubarak, 2016). The students will develop their new grammar, vocabularies, or even improve their listening and writing skills. They will read the post-caption and photos on Instagram, the tweets that are posted on Twitter, the conversation with the native speakers by having chats on WhatsApp and LINE, or watching the videos delivered in English that are available on YouTube (Al-rahmi, Othman, & Musa, 2014).

The writer was interested in conducting study related to social media and learning English as the foreign language among the college students. She used qualitative methodology and recruited college students as her participants of the study. The qualitative studies were conducted mostly from interviews, classroom observations, and long-term studies

observation (Gikas & Grant, 2013; Hyoungkoo Khang & Ye, 2012; Horne & Murniati, 2016). The writer selected university students as the participants of her study because the participants of the previous studies were mostly from high school and primary school students (Mubarak, 2016). The previous studies claimed that social media were helpful to improve their English especially in communication and language learning (Tezci, 2011). Another previous studies on social media for language and business relation selected businessmen and businesswomen as the participants to figure out how social media help them in some aspects, such as; marketing, communication, public relations, advertising, and broadcasting (Khang, Ki, & Ye, 2012).

Those reasons encouraged the writer to conduct this study in university environment. Thus, the writer decided to have Faculty of Language and Arts students as the participants of her studies instead of the students in school or businessmen and businesswomen. In this study, the writer would like to find out students' perception on using social media to learn English, what type of social media platform that students' usually used to learn English, and how students learned English using social media.

## **Literature Review**

### **Perception**

Perception is a psychological aspect which humans usually feel. It happens when humans responding the phenomena around them. According to Cohen (1966) in Ekalestari, Azmi, & Puri's study (2018), perception is defined as someone's cognitive primary form and contact towards the tragedies around them. Perception is also known as conceptual process, a defect in a sensory, and conceptual process.

According to Underwood & Teresi (2002), perception is related to the people's experiences of responding something. They see something happens around them, process an opinion and being a perceiver. It also takes part in making a conclusion whether ones like or dislike something.

There are four conditions which people can possibly build a perception:

- a. An object that makes people feel or perceive something.
- b. A relationship which happens between one and another.
- c. An available situation surrounds someone who perceives and feels something and produces a response.

- d. A natural progress which happens surrounding someone, such as; family, feelings, expectations, and some other factors.

### **Social Media**

Social media are tool which help communication easier. Now, the term of social media changes as Web 2.0 which technically has a different pattern in the online environment based on O'Reilly (2005). To summarize all those perceptions and the previous studies, Greenhow (2011) states that social media are able to be used as the second language learning tool especially in collaborative learning with other students and the teachers.

As cited from Mubarak (2016), social media refers to the social software in the form of websites and other online groups such as social networking and micro-blogging which are created by a sizable group of users to share conversations, personal messages, ideas, information or to grow social and professional contacts.

Nowadays, the most popular social media is *Instagram*. It allows users to see the world broader than their expectation. It also enhances users to share their pictures or videos with or without captions. They usually write captions and leave comments mostly in English.

According to Nurhantoro & Wulandari (2017), English is the most general language which is used by the social media users. English is also used to express their feelings in written language especially to write comments or captions in social media. Hence, social media obviously show and provide the users to use English as their foreign language to connect each other.

Since people are easy to make a new social media account, students who are interested in learning language using Social media are able to create their own understanding (Gikas & Grant, 2013). However, as cited in Madni (2014), Social media provides different impacts for the users. Therefore, those who learn language from Social media will get different perception and information.

### **Advantages and Disadvantages of Social Media**

Social media have proven that they have two sides of varied domains of practice which are threats and opportunities (Khang, Ki, & Ye, 2012). The rise of social media as the general tool of communication becomes broader not only in the education area but also in public relations. Since technology become so expansive today, social media have a lot of impacts which affect their users whether it is in positive or negative way.

### **Advantages of Social Media**

The social media have come a long way. The technology and web technologies have made it possible to connect people. In the personal use, social media provide beneficial impacts for the users. Generally, social media are place to keep connected one another, communicate, and do brainstorming to find information.

According to the book *Understanding Social Media* (Taprial & Kanwar, 2012), these are four benefits or advantages in using Social media:

#### 1. Personal Use

Ones are able to use social media personally to keep in touch with the latest technology, knowing the current gossip, news, and things which keep going around them. social media are also able to replace the old communication tools which human beings usually have. Nowadays, it is so hard to find people who are not connected with their email, social media account, online friends, and teachers in cyber environment.

Similarly, people tend to talk with their surroundings using social media. Sometimes, they do not need to talk to each other directly face to face, they just need to get online on Skype to have video or conference calls with each other. Ones can also be in touch with social media because of their various hobbies, like music, sports, or cooking. Therefore, social media also allow the users to upload and download pictures and videos aimed at showing other users the current activities that happen around the people.

#### 2. Exploring Users' Creativity

Social media allow people to show their creativity, for example, people who love writing, they can show their story in Blogs, those who love cooking, and they can show their talent by uploading videos on *Instagram*. Social media are the best way to explore and express people's ability, manners, and opinion. By showing users' creativity in social media, there are several social media platforms which allow the users

leaving comment and giving appreciation about ones' creativity. Moreover social media are also easy to reach. As we can see, social media are rich media today. Hence, ones are able to find their interest and hobbies which help them develop their creativity.

### 3. Social Interaction

As human being, we should socialize with each other. Nowadays, social media enable people to interact and communicate with those who use social media. Instead of the mobile phones and websites, Social media are available every time people need to use them. The various Social media platform like Facebook, Twitter, *Youtube*, and *Instagram* support people to interact with people surrounding them. A user can add or invite more friends into their network and share with them by sending messages.

Users can also meet foreigner on social media with the same interest and make new friends from all around the world. People can also use this networking-sites for their daily conversation today. Users believe that by using social media, communication becomes easy as they freely used and registered. People can also get feedback easily from other users. They are also able to see some advice or information regarding some topics which are updated on social media. Hence, an individual in social media can be an influencer for other users since people can connect each other on social media. Social media can also be used as the easiest communication tools to interact with other.

### 4. Get Empowered

As mentioned in the previous point, a user can be influencer for other users. It happens because most people always share their activities, like holiday, education, and hobbies into social media. If the situation is bad, the whole network will be influenced by it. Thus, it is very easy to get affected by other users' influence in Social media. However, social media provide the users to be more selective and smart.

## **Disadvantages of Social Media**

Social media also have some disadvantages. Some previous studies mentioned the same things about type of social media disadvantages. Most of them are called cyber-crimes. The writer would like to briefly explain those types of cyber-crimes:

1. Cyber Bullying

Cyber bullying is defined as bullying using phones, internet, and other technology tools which happens in the cyber world or digital age (Smith, 2008). Another definition is also stated by Obar & Wilman (2015) that actually cyberbullying is a direct attack sent to other users by one user. They who usually do this are students in Senior High or College. It is carried by the doers which the victim cannot directly defend themselves. Cyberbullying is also known as an aggressive action and unforgettable for the victim. It brings more harm than good and affects the mental and psychological health for those who get bullied (Li, 2005).

2. Identity Fraud

Identity theft which is also known as identity fraud becomes one of the most famous cybercrimes which happen in the online environment. As stated by Justice (2017), the victims of identity fraud are more than the suspects. Identity fraud is aimed at having ones' identity such as bank account, social media personal password, and another account which is personal. Usually, people do this crime to gain some benefit in economic field.

By this crime, researchers also concluded that there are many social networking sites have millions of registered users, for instance, *Youtube* and *Instagram*. On their registered accounts, people usually share their photographs, videos, and contact with their friends. By that way, identity fraud happened not only for stealing their account but anything that the users share. Identity fraud happens since the social networking sites increase higher than the previous years. The more it becomes popular, the more people get attracted for criminals in the cyber world (Bilge, Strufe, Balzarotti, & Kirda, 2009).

3. Unproductivity

Social media lead to unproductivity because more than million social media users tent not do anything while they are getting online. They become unproductive since they spend their time more than 18 hours online (O'Keeffe & Clarke, 2011). According to their studies, the users who called themselves unproductive are usually the teenagers. The users' parents choose not to warn them doing another activity rather than just getting online. Hence, social media sometimes leave a bad impression for the parents whose children cannot be selective and choose the right time to get online.

### **Social media and English as Foreign Language**

Since social media play an important role in academic field, social media also give positive impacts to the foreign language learners. At first, as stated by most researchers in Aforo's study (2014), Facebook was the most favorable social media which provide the language learners to learn English as the second and foreign language. Facebook is used as the tool which is useful to share, post, and download various learning topics which are able to be discussed in the classrooms. Instead of Facebook, another researcher informed that *Instagram* is also able to improve students' skills especially in writing and learning skills. The videos which are provided by *Instagram* for the users are usually using English. Therefore, students can directly learn new vocabularies and improve their listening skill (Omar H. , 2015). However, the students more like to use videos on *Youtube* to learn English audiovisually than videos on *Instagram* because *Youtube* videos duration is longer than *Instagram* videos. Hence, the students prefer to use *Youtube* to improve their skill whether it is speaking, listening, or pronunciation.

Another learning and teaching method in EFL classroom is usually by having video-post, photos, and sentences which are uploaded on social media which students are interested in. It is the best way to acquire the language especially for foreign language learning. According to Swain (2007), writing and speaking are included in the productive skills which students show when they learn foreign language. Thus, encouraging students to speak and experiment with the language is a good way to take part in learning. However, social media are not the best way to improve writing and reading skills (Sorensen, 2013). The portion of language which students are supposed to get should be higher than the words and vocabularies which are provided in social media.

However, learning English as a foreign language using social media is a good idea (Watkins & Wilkins, 2011). A web-based learning environment can promote constructivist learning through usual activities related to the vast number of information available on the Internet. In this case, teachers or educators can provide students with access to a substantial variety of tasks available in a combination of formats, such as text, graphics, audio, and video through social media. Moreover, these multimedia resources can contribute to an increase in students' motivation to learn English as their foreign language (Woo, Herrington, Reeves, & Agostinho, 2007).



### Methodology

To address research questions which were what social media that they usually used the most to learn English and how they used their social media in their learning process, the writer employed qualitative study whose purpose was to explore and understand the meaning of individual's thoughts about human problems (Miller & L., 2000). Therefore, the writer collected the qualitative data to get in-depth the information about students' thoughts about this study.

Faculty of Language and Arts has 260 active students from batch 2014-2017. Using convenient sampling (Cohen, Manion, & Morrison, 2005), the writer recruited 130 from 260 students to participate in this study with the level of confidence was 90%. The reason why the writer chose Faculty of Language and Arts students was because the writer had access to the participant. The writer knew them well and had already established good rapport with them. Therefore, the writer was able to obtain good data, especially qualitative data. Qu & Dumay (2011) stated that qualitative researchers need to build rapport with their participants so that they could get rich and in-depth the data. Moreover, the students in Faculty of Language and Arts are social media users and have gadgets. Hence, they had a lot of experiences in using social media for learning.

#### a. Instruments

For qualitative data collection, the writer interviewed five selected students. Two students were in sophomore year, two students were in junior year, and a student was in senior year. The interviewees were social media users and students in Faculty of Language and Arts. Therefore, they learned English as the foreign language. They also got online when they had spare time since they were interested in social media. They also had compatible devices to get online.

#### Short Examples about Simple Coding

##### The Raw Data

*<sup>1</sup>Belajar menggunakan social media itu sangat membantu. <sup>2</sup>Tetapi, kita tetap membutuhkan guru untuk mengajari kita materi bahasa Inggris yang belum bisa didapat dan dijelaskan di social media. <sup>3</sup>Overall, social media dapat digunakan untuk belajar bahasa Inggris dengan baik.*

##### The Manual Coding

<sup>1</sup> HELPFUL  
<sup>2</sup> TEACHER  
<sup>3</sup> HELPFUL

**b. Research Procedure**

For qualitative analysis, the writer recorded and transcribed to analyze the data. The questions of the interview were used to elicit information that students might miss from the survey. The writer then transcribed and coded the interview. Coding is a process in which a researcher assigns a code to facilitate qualitative data analysis. A code is a word or a short phrase that are assigned in data to capture the most salient information or keyword. Coding helps researchers find conversation patterns in their transcripts in order to summarize and categorize each student's responses Saldana (2009).

Charmaz (2006) also mentioned in her book about simple coding in qualitative data analysis. She defined that coding was the process about finding and figuring out what data was about. She also stated that actually coding was giving understandable labels to the data collected to categorize and summarize the qualitative findings. Coding was also used to separate, sort, and select the raw qualitative data. Below are short examples of coding in qualitative data.

**Findings and Discussion**

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 in-depth the 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 in sophomores, two of them were juniors, and one of them were from senior year. The writer found out several same responses about their experience using social media.

**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* but also *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, 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.

Another opinion stated by Kunto when the writer was asking about *Youtube*. He said he could find a lot of sentence 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 opinion 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. We 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)*

Shown by the interview results above, students opted to use *Instagram* and *Youtube* to learn English. They stated that using both of those platforms really helped them learning 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 about the impact of social media towards the improvement of students' vocabulary in class (Monica, 2014). She reported that social media provided students various vocabularies to learn English. 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 required count words for college students to succeed academic writing.

In conclusion, to elicit the second research question, the writer concluded that the social media which they used often 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.

### **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 about 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 arti nya 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.

*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 do errors while writing or posting sentences in English.

According to Maxime Xavier, he also reported that he did not want to use English too much on Social media. When the writer asked him



whether he ever did 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 department, they were not afraid of making mistake 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.

### **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 enggak. 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 enggak? 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 need 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 a positive impact. 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 ngga 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 were 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*, as 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, for Julia Lika, she stated that social media could improve both listening and speaking. She tend 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*)

### 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 bagusan 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 ruangnya 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 account were mostly using English, they would get the impact in using English on their social media.

## **Discussion**

According to the overall data, the writer found that social media were useful for students to learn English. Based on the result of qualitative data, the students stated that learning English using Social media was totally fun. 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. 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 whenever and wherever. 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.

Since then, students 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.

Students 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 accurately.



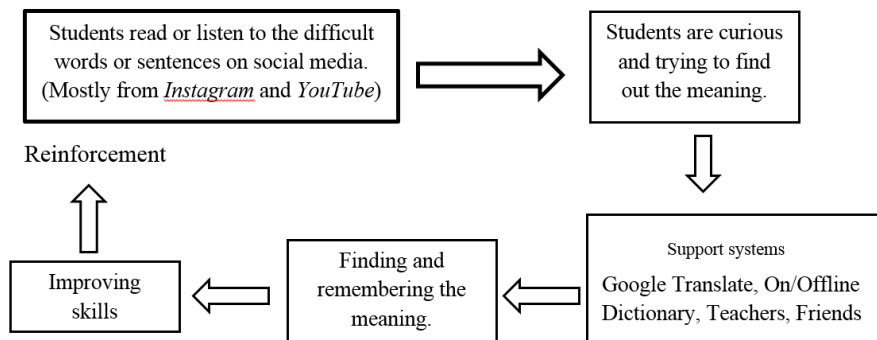
## Conclusion and Suggestions

### Conclusion

The writer concluded that students had positive perception of the use of social media to learn English. They described social media as fun, flexible, and helpful platforms to assist them in learning English as a foreign language.

The findings of this study also show that students get pleasure in using social media platforms since they know that social media are beneficial. They will use those platforms in the future. Additionally, the most important factors like dictionary, Google Translate, teachers, and friends play a big role in supporting students when they learn English as a foreign language.

In sum, the writer created the model of the learning process through social media in Figure down below:



The figure had already answered the research questions about platforms that students use the most and how students learn English using social media. It also had explained that to improve their speaking and writing skill, teachers are the most important. They need feedback, comments, and face-to-face meeting with the teachers as the experienced educators. The last support system is their friends. Some students tended to check their sentences or words before they uploaded or updated them on their social media account. They would feel confident to share those sentences or words after their friends gave positive responses as a sign that their writing was grammatically correct. Furthermore, people whom they follow on social media also affect them in learning English; for instance, the

language that appears in social media timeline, word dictions which they read in the following's post, and the videos which they watch on social media. Even though there were several English skills which are not improved completely, the students would like to keep on using social media in academic environments. Therefore, the students have a big opportunity to become an independent learner using social media. However, to avoid negative contents which the students should not get in their learning process, the students as smart users must be selective in using social media as a tool to learn their foreign language.

### **Suggestions**

Students should maintain their willingness to learn English as their foreign language not only by using social media but also by using another platforms which are provided in the cyber world. Those who are not confident to use English on social media should get encouraged by their friends, teachers, and parents. However, they should know that not all the materials and lessons which are written in English are totally correct. Hence, other references to learn English should be utilized. For English students, they should have more references to learn English instead of sentences and words which are found on social media. Consulting teachers, asking a lot of questions about contents that students do not understand, and having formal meeting in the classroom are the best ways to improve students' English skill. Last, for the future researchers who are interested in working on this topic, the writer suggests that they can recruit other participants in other departments. Future researchers can also recruit middle school or high school students.

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## **Part I Social Media for Learning**

### **AN ANALYSIS OF A COLLABORATIVE DIGITAL STORYTELLING FOR LANGUAGE LEARNING**

*Cecilia Titiek Murniati*