TENTH GRADERS' PERCEPTION ON THE USE OF SOCIAL MEDIA IN LEARNING ENGLISH AT SMK N 1 PGRI MEJOBO KUDUS

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Abstract

This study aims to determine the perception of X APH students at SMK N 1 PGRI Mejobo Kudus on the use of social media in learning English. In this study, researchers used descriptive qualitative research with questionnaires and interviews. The participants in this study were 18 students of class X APH SMK N 1 PGRI Mejobo Kudus. The results show that WhatsApp, YouTube, Instagram, and TikTok are applications that are widely used by students when learning English. The results also show that social media has a positive perception for students. This is because social media applications help them improve their English language skills, so students think that social media applications are important and useful in learning English.

Key words: social media, perceptions, Learning English

INTRODUCTION

The development of information technology in the classroom has a significant effect on the way of the learning process. The biggest influence on learning is the change in the learning media used to deliver learning. Learning media can serve as a motivator for students' interest in learning, provide information and also provide instructions (Kemp and Dayton, 1985: 28). The choice of learning media should be based on students' activities so that they are more likely to learn (Riyana, 2012: 3).

Social media play an important role in life in the modern era. McCay-Peet and Quan-Haase (2017) state that social media are internet-based personal applications that allow users to connect with online sources of information, thereby facilitating collaboration and community building. Social media relies on data sharing, collaboration, and participation to work properly. Social media, like Facebook, Instagram, Twitter, and LinkedIn, is commonly used in various fields. Social media also has a number of benefits. Social media helps students learn English in a productive way. The pupils can contact their friends and others all over the world using social media. Students can expand their knowledge and exchange information by reading and watching certain content. Students use social media extensively for information. Thirdly, social media encourages students' creativity (Handayani, et al. 2022; Abbas, et al, 2019).

According to the researchers' observations while teaching in SMK N 1 PGRI Mejobo Kudus, it seems that students often use social media applications when learning English and when they find it difficult to complete English assignments. So social media can help students learn English. When learning English, students sometimes use social media and use it. This is done because of the era of globalization and technology, as well as the many benefits they have in supporting English language learning. English learning can be done efficiently, and flexibly.

The process of learning English involves becoming knowledgeable about English abilities (Brown 2010:7-8). Language has a very important purpose in our daily lives: communication. Additionally, there are numerous ways to learn English, particularly for those who are studying. We study English at practically every level, from elementary to high school. If one wants to be skilled in life and have a broad perspective, he/she must know English. It is the main opening to the contemporary era. In order for communication to function at its best, countries throughout the world actually need people who desire to work hard and be innovative in any sector.

Despite the identical objects being visible, each person's perception leads to a different set of notions or ideas. People use a sophisticated process called perception to select, arrange, and interpret the reality that surrounds them.

This study makes use of two theories. The first is the Diffusion of Innovation theory, which contends that social media, in particular, plays a role in the spread of innovations in society. The capacity of individuals to comprehend, recognize, and discover answers to the issues that arise in society has an impact on this idea. To assist the learning process, it is necessary to incorporate innovations and ideas from social media and the community (Vera, 2016).

The second is the Uses and Gratification Theory, which aims to enhance and optimize social media so that students may use it more effectively for learning. According to the uses and gratifications theory developed by Blumer and Katz (1974), students have a role in which social media applications they use and are free to select them. In order for them to satisfy their needs and enhance learning, students need to be aware of the best media sources.

In compiling this research, the researcher was inspired by previous studies related to the topic of this research. The first research was conducted by Anankulladetch (2017), which examined the impact of social media on the learning performance of ESL students. Second, research by Zainal & Rahmat (2020), which examines social media and its influence on vocabulary and language learning. And the third is the research of Handayani, Syafei, Utari (2021), which studies the perception of the use of social media in learning English.

Based on the explanation above, the researcher is interested in researching on how students' perspective on the use of social media in learning English, along with what applications they use in learning English. It is hoped that the results of this research will be useful and can be used as a reference which gives new ideas for developing the analysis in the future, and the teachers can use this paper as the guidance to enrich their comprehension of the use of social media in learning English. This study aims to find out what social media applications are used by students in learning English, and to find out how students perceive the use of social media in learning English.

RESEARCH METHOD

The researchers use qualitative descriptive research in compiling this study, because the researchers collect the data, make analysis, and make conclusions. According to Moleong (2005:6), qualitative research is a type of study that yields descriptive information in the form of sentences or statements gleaned from the writings or sayings of the subject or subject matter of the study. The participants in this study were 18 students from X APH SMK N 1 PGRI Mejobo Kudus without sampling.

In this study, researchers collected data using a questionnaire method which is a closed-ended questionnaire. The researcher used a Likert Scale to measure students' perceptions based on statements from the questionnaire consisting 5 levels; Always (5), Often (4), Sometimes (3), Seldom (2), and Never (1). In this study, the researcher also used the interview method in

the form of semi-structured interviews to support and strengthen the data from the questionnaire. The researcher employs the Miles, Huberman, and Saldana (2014) approach to analyze the data, which argues that there are three steps to data analysis: data reduction, data display, and conclusions or verification.

RESULTS AND DISCUSSION

The findings of the information gathered through questionnaires and responses during interviews about how frequently/frequently social media applications are used in English learning are shown below. The study included a number of frequently used social media platforms in the questionnaire, including WhatsApp, Instagram, Youtube, TikTok, Twitter, Facebook, and Pinterest. The table below summarizes the results of the questionnaire.

Table 1
Social Media Applications in Learning English

Social Media Apps	Score
WhatsApp	83
Instagram	75
Facebook	31
Twitter	37
Youtube	67
Pinterest	40
TikTok	65

After the researchers analyzed the data collected from the questionnaire above, it was found that WhatsApp is the application most often used by students when learning English with a score of (83). The application is used to communicate with teachers, or fellow students to discuss English material or assignments. Then, Instagram became the second favorite application with a score (75). Instagram was selected because it has tools for sharing photographs, videos, and even has a caption option, making it simple to use when learning English. YouTube is the third option and carries a score (67). The program was selected since it offers numerous videos that might help pupils' English proficiency. Next, TikTok has a score (65). Students frequently utilize the application since it is simple to use and has a large number of brief instructional videos. Then Pinterest with a score (40). Twitter with a score (37). And the last application is Facebook with a score (31).

In order to supplement and support the information from the questionnaire, the researcher additionally conducted interviews with nine X APH students at SMK N 1 PGRI 1 Mejobo Kudus. To learn which social media platforms the students utilized to learn English, the three questions were posed to them.

Based on their responses during interviews, the majority of the nine students selected WhatsApp and TikTok as the applications they used the most frequently to practice their English. Then, some students also utilize Instagram and YouTube.

For the second question, 9 students stated that the reasons they used social media applications in learning English were because: 1) it was easy to use, 2) it was easy to understand learning English, 3) it was easy to find information. in English lessons, 4) does not use a lot of data packets, 5) can be used as communication and, 6) can share images, as well as audio.

Nine students were interviewed by the researcher about the third issue, and the students responded that they utilize social media programs to learn English pretty frequently. This is because communication media are required for teachers and students to learn from one another when studying English. The researcher also examined the perceptions of X APH students at SMK N 1 PGRI Mejobo Kudus in the use of social media in learning English.

Table 2
Students' Perceptions on the Use of Social Media

No.	Statement	Scores
1.	Social media are very useful for me in learning English.	77
2.	Social media motivates me to learn English	75
3.	By using social media, learning English becomes easier	66
4.	Social media provides many features to learn English	73
5.	Learning English from school using social media such as assignments and materials can be accessed anytime and anywhere.	72
6.	By using social media, I can find out and improve my English grammar	78
7.	By using social media, I can learn English independently.	70
8.	Social media is an important tool in learning English.	70
9.	By using social media, I can improve my skills in speaking, reading, listening and even including vocabulary in English.	87
10.	Leaning English using social media is more effective than conventional technique	61

The table above shows the results of students' perceptions of the use of social media in learning English. Based on students' perceptions, the statement By using social media, I can improve my skills in speaking, reading, listening even including vocabulary in English got the highest score (87), which this statement received a positive perception. This indicates that social media applications can aid in their language development and vocabulary expansion.

Followed by the statement By using social media, I can find out and improve my English grammar with a score of (78), which this statement received a positive perception. This demonstrates how social media can assist students in developing their English grammar.

The third statement is that social media is very useful for me in learning English and gets a score of (77), where students believe that social media is incredibly helpful and supports in English learning and this statement gets a positive perception.

Then the statement on social media that motivated me to learn English got a score (75), which this statement got a positive perception. This indicates that if students use social media, they are driven to study English.

Fifth, social media provides many features for learning English which got a score of (73), which this statement received a positive perception. This demonstrates that students believe there are numerous aspects in social media platforms that can be utilized to learn English.

Next statement Learning English from school using social media such as assignments and materials can be accessed anytime and anywhere with a score of (72), many students believe

that using social media tools, studying English can be done anywhere, at any time and this statement gets the perception positive.

By using social media, the learner can learn English independently and get a score (70), which this statement gets a positive perception. This implies that students can use social media platforms to independently learn English.

The eight statement that social media is an important tool in learning English gets a score (70), where the majority of students believe that using social media applications is an essential part of studying English, particularly in the present age and this statement gets positive perception.

Then the statement By using social media, learning English becomes easier to get a score (66), where students believe that understanding the subject, completing homework, or finding references through social media programs becomes easier, and this statement gets positive perception.

And the lowest score is the statement that learning English using social media is more effective than conventional techniques with a score of (61), which is a positive perception. This indicates that some students believe social media to be more productive and efficient than traditional techniques.

The researchers also conducted interviews related to this topic. In the fourth question posed by the researcher, students thought that social media applications used in learning English were very helpful, especially in increasing knowledge and skills in English. Students also think that social media has a very important and helpful role in learning English.

The researchers conclude that WhatsApp, YouTube, Instagram, and TikTok are applications that are widely used by students when learning English. Then students also have a positive perception of the use of social media in learning English. These results were confirmed by previous researchers.

First, research conducted by Anankulladetch (2017), examines the impact of social media on the learning performance of ESL students and shows that using social media makes students feel more involved in the classroom.

Second, research by Zainal & Rahmat (2020) which concluded that respondents agree that social media has given them the use of proper grammar and can improve their vocabulary in using English.

And the third is the research of Handayani, et al. (2021) which states that by using social media in learning English, students have a positive perception.

CONCLUSION

After the researchers showed the results of the research above, it was concluded that WhatsApp, YouTube, Instagram, and TikTok were the favorite applications used by X APH students at SMK N 1 PGRI Mejobo Kudus while learning English. And students have a positive perception of the use of social media applications in learning English.

The researcher also put forward some suggestions from this research. First, students can use social media applications positively and take advantage of these applications when learning English well. Then, teachers also need to use interactive, effective, and efficient learning media, such as social media applications that can be used to teach English. And lastly, the next researcher can conduct similar research with a larger population, because of course, the researcher will get another point of view and different results.

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