STUDENTS' PERCEPTION ON USING SOCIAL MEDIA IN ENGLISH LEARNING AT STATE VOCATIONAL HIGH SCHOOL NUMBER 7 PALEMBANG

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ABSTRACT

As social media became increasingly integrated into daily life, its potential as a learning tool warrants examination. This study explored the perceptions of students regarding the use of social media in learning English at SMK Negeri 7 Palembang. Employing a descriptive quantitative research method, the study involved 100 students of eleventh grade, selected through simple random sampling. Data were collected using structured questionnaires and analyzed using SPSS 24. The results reveal that Instagram (97%), YouTube (80%), and TikTok (71%) are the most frequently utilized platforms for English learning due to their engaging content and accessibility. On the positive side, most students found social media engaging, flexible, and helpful in terms of vocabulary, pronunciation, listening skills, and building confidence. The challenges were grammar learning, motivation to do tasks, anxiety reduction, and time management were areas where social media was less effective. These findings underscored the importance of integrating social media effectively into educational practices to maximize its benefits and address its limitations.

Keywords: students' perception, social media, english learning

ABSTRAK

Seiring dengan semakin terintegrasinya media sosial dalam kehidupan sehari-hari, potensinya sebagai alat pembelajaran perlu dikaji lebih lanjut. Studi ini mengeksplorasi persepsi siswa mengenai penggunaan media sosial dalam pembelajaran bahasa Inggris di SMK Negeri 7 Palembang. Dengan menggunakan metode penelitian deskriptif kuantitatif, penelitian ini melibatkan 100 siswa kelas sebelas yang dipilih melalui teknik simple random sampling. Data dikumpulkan melalui kuesioner terstruktur dan dianalisis menggunakan SPSS 24.
Hasil penelitian menunjukkan bahwa Instagram (97%), YouTube (80%), dan TikTok (71%) adalah platform yang paling sering digunakan dalam pembelajaran bahasa Inggris karena kontennya yang menarik dan aksesibilitasnya yang tinggi. Dari sisi positif, sebagian besar siswa merasa bahwa media sosial bersifat menarik, fleksibel, serta membantu dalam memperkaya kosakata, pengucapan, keterampilan mendengarkan, dan meningkatkan kepercayaan diri. Namun, tantangan yang dihadapi meliputi pembelajaran tata bahasa, motivasi dalam menyelesaikan tugas, pengurangan kecemasan, serta manajemen waktu, di mana media sosial kurang efektif dalam aspek-aspek tersebut.

Temuan ini menegaskan pentingnya mengintegrasikan media sosial secara efektif dalam praktik pendidikan untuk memaksimalkan manfaatnya serta mengatasi keterbatasannya.

Kata kunci: persepsi siswa, media sosial, pembelajaran bahasa inggris

A. Introduction

Social media has now become a central part of our daily lives, with people around the world spending countless hours on these platforms. Accessible via mobile phones and computers, social media is designed to enable users to share ideas, collaborate, and communicate effectively. Over the past decade, the rise of social media has transformed the way people interact, making it easier to stay in touch regardless of geographical distances. Additionally, people use these platforms for various purposes, such as gathering information, staying connected with friends, and expressing different aspects of their identities (Shin, 2018). Social media has also played a significant role in shaping trends, influencing public opinion, and providing a space for both personal and professional networking. The ability to instantly share text, images, and videos has made social media an integral part of global communication. Different types of social media platforms exist, including micro-blogging sites like Twitter, which allow users to share brief updates; social networking platforms like Facebook, which enable users to connect and interact through posts, comments, and messaging; and media-sharing services like YouTube and Instagram, which focus on visual and video-based content. Each of these platforms caters to different user needs, contributing to the diverse landscape of digital communication.

In Indonesia, social media usage has been growing progressively over the years, reflecting the increasing reliance on digital platforms for communication, entertainment, and education. The most recent data from We Are Social (2020), as cited in Safitri (2022), shows that there are around 160 million active social media users, which constitutes about 59% of Indonesia's total population of 272.1 million. This high level of engagement indicates that social media is deeply embedded in the daily routines of Indonesians across various age

groups. The demographic breakdown reveals that a significant portion of users is between the ages of 13 and 34, highlighting that social media is especially appealing to younger Indonesians. This trend suggests that younger generations are particularly drawn to digital platforms due to their interactive nature and ability to provide immediate access to global content. Furthermore, social media has become an essential tool for businesses, influencers, and content creators who use these platforms to engage with audiences and market their products or ideas. The widespread use of social media in Indonesia also demonstrates how digital connectivity is shaping modern culture, from popular trends to language evolution, as people increasingly incorporate internet slang and digital expressions into their daily communication.

According to Safitri (2022), who observed social media usage among students while conducting a teaching practicum at a private high school in Depok, students were not only familiar with social media but actively engaged with it in various ways. They commonly used these platforms to gather information for school assignments, conduct research on personal interests, exchange ideas with peers, and seek entertainment. This suggests that social media is not only a communication tool but also an essential part of their educational and recreational routines. Students often rely on platforms such as YouTube for educational tutorials, Instagram for following academic-related accounts, and WhatsApp for group discussions with classmates and teachers. This trend underscores the role of social media in connecting young Indonesians to both local and global content, influencing their learning and leisure activities, and shaping their perspectives on the world. Moreover, social media has opened new avenues for collaborative learning, where students can participate in online study groups, engage in discussions, and even seek guidance from experts beyond their immediate academic environment. As a result, social media is not just an entertainment tool but a powerful resource for academic growth, fostering a learning culture that extends beyond the traditional classroom setting.

According to Al-Arif (2019, p. 235), as cited in Handayani et al.

(2021), social media offers engaging and enjoyable learning resources, which motivates students to enhance their English language skills through these platforms. Another reason students turn to social media for learning English is that it helps them tackle difficulties and improve their proficiency in the language. With the abundance of online content in English, students are exposed to authentic language use, which aids in vocabulary acquisition, pronunciation improvement, and overall language comprehension. Additionally, Halawa (2024) stated that the use of social media continues to expand due to the increasing prevalence of online education and the role of social media in learning. Teachers often encourage or require students to access specific learning materials through social media, helping them deepen their knowledge. Platforms such as YouTube provide English-language tutorials, while TikTok and Instagram feature short educational videos that make language learning more engaging and accessible. Teachers also provide students with the chance to explore additional resources that can support their English studies, such as podcasts, interactive quizzes, and discussion forums. At times, teachers guide students with instructions, recommending they use social media to study, such as watching English-language films without Indonesian subtitles, to enhance their listening and comprehension skills. The ability to interact with native speakers through social media platforms like Twitter and Reddit further helps students develop their practical communication skills, giving them a more immersive language-learning experience.

Atkinson (1983), in Sarkol (2016), argues that perception is the process of organizing and interpreting a stimulus pattern. It implies that perception is a mental process. Thus, perception can be seen as an individual's mental response to a specific situation. In summary, perception is the way humans interpret information using their senses. When they encounter an object, they observe it through their senses and interpret the information, leading to a response. In the context of social media and language learning, students' perceptions influence how they engage with digital platforms for educational

purposes. If students perceive social media as an effective learning tool, they are more likely to use it proactively for English learning. On the other hand, if they view it merely as a source of distraction, their academic engagement on these platforms may be limited. Understanding students' perceptions is crucial for educators in designing digital-based learning strategies that align with students' interests and motivations.

Based on the discussion above, the researcher is interested in analyzing and exploring perceptions of social media use for learning English. This is an important area of research, as it helps teachers gain insights into students' preferred social media platforms, their attitudes toward these platforms, and students' perception of using social media in their English learning. This study specifically aims to explore students' perceptions, especially those in the English subject at State Vocational High School Number 7 Palembang. By examining their experiences, challenges, and attitudes toward learning English through social media, the study seeks to provide valuable insights for educators

looking to integrate digital tools effectively into language education. The findings could help teachers understand how to maximize the benefits of social media while addressing potential drawbacks, ultimately enhancing students' language learning experience in a way that aligns with their digital habits and preferences.

Nurahmi et al. (2022) examined students' perceptions of using social media for English language learning during the COVID-19 epidemic. The study used a descriptive qualitative method, which aimed to explore students' experiences, attitudes, and behaviors in depth rather than relying solely on numerical data. A total of thirty students from classes A, B, C, D, and E of the fourth semester of the English Education Study Program at the Faculty of Languages and Literature of the State University of Makassar participated in this study. To select participants, the researchers used purposeful sampling, a technique that ensures the chosen individuals have relevant experiences related to the research topic.

The findings of the study indicated that students utilized social

media more frequently during the pandemic, as online learning and social restrictions led to increased screen time. The results suggested that more time was spent on social media when students were at home, as it became a primary tool not only for communication but also for academic engagement. Students expressed a positive perception of social media's role in English language acquisition, acknowledging its benefits in providing easy access to learning materials, exposure to authentic language use, and opportunities for informal practice. Among various platforms, Twitter and Instagram were identified as the most widely used social media tools for developing receptive skills, particularly listening and reading skills. These platforms provided students with engaging content, such as short videos, educational posts, and interactive discussions, which facilitated their English learning in a more dynamic and enjoyable way.

Anjarwati and Sa'adah (2023) conducted a study to further investigate students' perspectives on learning English through social communication in social media. Unlike the qualitative approach taken by Nurahmi et al. (2022), this study employed a survey method, gathering data from a larger sample to analyze trends and general perceptions. The research involved 338 students from 19 towns in East Java, ensuring a diverse range of participants with different educational backgrounds and social environments. The researchers applied probability sampling, a method that increases the likelihood of obtaining representative data from the larger student population.

The findings revealed that students frequently used social media for English learning, particularly for informal learning activities such as engaging with English-language content, interacting with peers, and exploring various multimedia resources. The most commonly used platforms for English learning were WhatsApp and Instagram, as these applications allowed students to exchange messages, participate in discussions, and access educational videos. The study also indicated that students primarily engaged in listening to English songs and watching videos as a way to develop their language skills. This aligns with the idea that exposure to natural

spoken English through entertainment mediums enhances pronunciation, comprehension, and fluency. Additionally, the research uncovered a gender-based difference in social media usage for language learning—female students were found to use English more actively in social communication compared to male students. This suggests that female students may be more inclined to participate in discussions, express themselves in English, and utilize social media for language practice. Overall, the study concluded that students held a positive perception of social media's role in enhancing their vocabulary, pronunciation, and engagement in English learning, reinforcing the importance of integrating these platforms into language education.

Similarly, Al Arif (2019) conducted an exploratory study on the use of social media for English language learning among students at Jambi University. This research focused on understanding students' social media habits and their perspectives on its role in language development. The study included 67 students who answered a questionnaire, with 10 participants selected for follow-up interviews to gain deeper insights into their experiences. This mixed-method approach combined quantitative data from surveys with qualitative insights from interviews, providing a well-rounded analysis of how students interacted with social media for learning purposes.

The findings of the study indicated that Instagram and Facebook were the most commonly used platforms for learning English, as these sites allowed students to engage with language-learning content in an interactive and visually appealing manner. While students spent a significant amount of time on social media for general activities such as entertainment and socializing, they also held positive attitudes toward its role in enhancing their language skills. Many participants reported that social media helped them improve their vocabulary, reading, listening, and communication skills, as they were constantly exposed to authentic English through posts, captions, comments, and videos. The study emphasized the potential of promoting social media usage in education to maximize its benefits in

English language learning. By incorporating social media into the curriculum, educators could make language learning more engaging and relatable to students' daily digital habits.

B. Research Method

This study is a descriptive quantitative research project focused on examining students' perceptions of using social media to learn English. Descriptive research is also called as survey research that collected numerical data to answer question about the correct status of the subject of the study. According to Gay et.al. (2012) and Nassaji (2015) stated that descriptive research is a survey research. This research are involves collecting data in order to test hypotheses or to answer questions about the opinions of people about some topic or issue. Similarly, Cresswell (2012) stated that survey research designs are procedures in quantitative research where researchers distribute a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population.

The population in this study included students from SMK Negeri 7 Palembang. The research collected the data from eleventh grade students. There were 10 classes and the total was 345 students. The samples in this study were 100 students by using simple random technique. According to Fraenkel, Wallen, and Hyun (2012) described random sampling as a technique in which every member of a population has an equal chance of being selected. Similarly, Sugiyono (2017, p. 82), simple random sampling is a technique for determining sampling from a population carried out randomly without paying attention to the strata in that population. In this case, the researchers used lottery to gain the students' name. Students were selected because the researchers taught them in English subject and mostly the students used social media to learn English. The participation was voluntary and the students were told that their responses to the survey would not affect their grades.

The Data obtained from the results of students' perceptions of using social media in English learning. The researcher used a

questionnaire to obtain the data. The questionnaire consisted of few parts. These parts are about which platforms of social media that used by students to support their English effectively, how social media supports students' English skills, the advantages of using social media in English learning and how students' attitude of using social media in English learning. The students will answer the questionnaire items by putting a checklist (√) on Yes or No questions and checklist (√) on Likert-Scales namely Strongly Agree (SA), Agree(A), Disagree (D), and Strongly Disagree (SD).

The data analysis from the questionnaire involves some steps. The researchers identified the result of students' responses, the researcher tabulated the raw data into Excel. The researcher checked the clarity of the questionnaire. After that, the researchers categorized and classified students' responses Then, the researchers analyzed the frequency and percentage of students' responses. In this section, the researchers used the SPSS 24 Program to compute the data. The researchers transposed the data into SPSS 24 program to find the frequency and percentage of students' responses from each item. The last, the researchers described students' responses of each item and drew the conclusion.

C. Research Result and Discussion

After analyzing the questionnaire from the eleventh-grade students at state vocational high school number 7 Palembang, the perception and the score of social media used are presented in the following table:

Table 4.1 Types of Social Media Used by Students of Eleventh Grade for Learning English

Types of Social Media	Frequency	Percentage
Facebook	24	24%
Instagram	97	97%
Youtube	80	80%
Twitter	13	13%
WhatsApp	39	39%
Tik Tok	71	71%

From the table above, it can be concluded that Instagram (97%) was the most widely used platform for learning English. This high usage rate is likely due to Instagram's visually engaging content, short-form videos,

and interactive features, which make language learning more accessible and enjoyable. The platform allows students to follow English-learning accounts, engage with posts that explain grammar and vocabulary, and interact with native speakers through comments and live sessions.

The second most popular platform was YouTube (80%), which is widely recognized for its vast repository of educational content, including tutorials, lectures, and English-learning resources. YouTube provides learners with access to structured lessons, pronunciation guides, and real-life conversations, making it an effective tool for improving both receptive and productive language skills. The ability to pause, rewind, and replay videos enables students to learn at their own pace, further enhancing its educational value.

Additionally, TikTok (71%) ranked high, reflecting the growing trend of educational content in short-form videos. The platform's bite-sized lessons, interactive challenges, and language-learning influencers make it an appealing and engaging way for students to practice English in a fun, informal setting. The rise of "EduTok"

content has transformed TikTok into a valuable learning tool, providing quick grammar tips, vocabulary-building exercises, and pronunciation drills.

In contrast, platforms like Facebook (24%), WhatsApp (39%), and Twitter (13%) were less popular for English learning. This lower engagement might be due to the limited availability of structured educational content or the fact that these platforms are primarily used for social interactions rather than language acquisition. While WhatsApp is commonly used for communication and group discussions, it lacks the multimedia-rich features of Instagram, YouTube, and TikTok. Similarly, Facebook and Twitter may not be as effective for structured learning, as their content is often more general and less interactive compared to video-based platforms.

Overall, the data suggests that students prefer visually engaging and interactive platforms like Instagram, YouTube, and TikTok for learning English, as these provide rich multimedia content, interactive learning experiences, and exposure to authentic language use. The increasing popularity of short-form

educational videos also highlights the shift toward more dynamic and engaging digital learning methods.

Moreover, the time students spent for learning English using social media explained as follow:

Table 4.2 Time Spent on Social Media for Learning English per Days

Duration	Frequency	Percentage
1-3 hours	65	65%
4-6 hours	22	22%
7-9 hours	13	13%
More than 9 hours	-	-
Total	100	100%

From the table above, it can be concluded that 65% of students spent between 1 to 3 hours daily on social media for learning English. This suggests that, for the majority of students, social media played a significant yet manageable role in their daily routines, allowing them to engage with English-learning content without it becoming overwhelming. Additionally, 22% of students reported spending between 4 to 6 hours per day on social media for English learning. This higher level of engagement indicates a deeper commitment among these learners, who may be actively seeking out educational content, participating in discussions, or using multiple platforms to enhance their language skills. Their extended usage could also reflect an increased reliance on digital resources for self-study.

Furthermore, only 13% of students spent between 7 to 9 hours daily, suggesting that this group consists of highly dedicated learners or individuals who may be combining entertainment with education. These students might be watching English-language videos, engaging with interactive content, or even communicating with native speakers through social media platforms. Lastly, no respondents reported spending more than 9 hours per day on social media for learning English, indicating that, while social media is a valuable educational tool, it does not completely dominate students' daily schedules. This suggests that students balance their time across various learning activities and do not rely solely on social media for English language acquisition.

Moreover, a detailed explanation of students' perceptions of using social media for learning English is provided in the following section.

Table 4.3 Students' Perception on Social Media for Learning English

Number	Questions	Frequency	Percentage
1	Media sosial memberikan kesempatan untuk saya menggunakan kemampuan menyimak (listening) dalam bahasa Inggris.	91	91%
2	Media sosial memberikan saya kesempatan untuk menggunakan kemampuan berbicara dalam bahasa Inggris.	70	70%
3	Media sosial memberikan saya kesempatan untuk menggunakan kemampuan membaca dalam bahasa Inggris.	70	70%
4	Media sosial memberikan saya kesempatan untuk menggunakan kemampuan menulis dalam bahasa Inggris.	71	71%
5	Media sosial memberikan saya kesempatan untuk mendapatkan kosa-kata bahasa Inggris baru.	92	92%
6	Media sosial membantu saya untuk meningkatkan pengetahuan tata bahasa Inggris	57	57%
7	Media sosial membantu saya untuk meningkatkan pengetahuan cara pengucapan kata dalam bahasa Inggris.	90	90%
8	Belajar Bahasa Inggris menggunakan media sosial menyenangkan.	100	100%
9	Belajar Bahasa Inggris menggunakan media sosial meningkatkan rasa percaya diri untuk berkomunikasi menggunakan bahasa Inggris.	71	71%
10	Belajar bahasa Inggris menggunakan media sosial mengurangi kekhawatiran saat berpartisipasi dalam kelas bahasa Inggris.	53	53%
11	Media sosial memperkuat kemandirian dalam belajar Bahasa Inggris.	90	90%
12	Media sosial menciptakan pembelajaran bahasa Inggris yang santai dan bebas dari tekanan.	90	90%
13	Media sosial menyediakan banyak sumber untuk belajar Bahasa Inggris.	70	70%
14	Media sosial mudah digunakan untuk belajar Bahasa Inggris.	91	91%
15	Saya dapat menggunakan media sosial kapan dan di mana saja.	100	100%
16	Saya dapat dengan mudah berinteraksi dengan orang lain di media sosial.	70	70%
17	Saya semakin tertarik untuk belajar bahasa Inggris ketika menggunakan social media	100	100%

18	Saya semakin termotivasi untuk mengerjakan tugas yang diberikan guru	53	53%
19	Saya merasa semakin terbantu oleh media sosial dalam belajar bahasa Inggris	70	70%
20	Saya semakin percaya diri untuk belajar bahasa Inggris	71	71%
21	Saya merasa mudah untuk menemukan materi belajar bahasa Inggris	92	92%
22	Saya merasa bisa mengatur waktu belajar menggunakan media social	53	53%
23	Saya semakin focus dalam belajar bahasa Inggris menggunakan media social	70	70%

Table 4.3 presents students' perceptions of using social media for learning English. It consists of 23 statements related to different aspects of English learning through social media, with corresponding frequency and percentage of students who agreed with each statement.

Listening Skills 91% of students agreed that social media allows them to practice listening in English. Speaking Skills 70% reported that social media helps them improve their speaking skills. Reading Skills 70% of students said social media supports their reading practice. Writing Skills 71% found that social media helps with writing in English. Vocabulary Acquisition 92% of students felt social media helped them learn new English words. Grammar Improvement only 57% agreed that social media helps with grammar, suggesting it is a weaker area. Pronunciation Skills 90% of students agreed that social media supports their pronunciation learning. Enjoyment in Learning 100% of students found learning English through social media enjoyable. Confidence Boost 71% said that social media increased their confidence in communicating in English. Reducing Anxiety 53% felt that social media helps reduce anxiety in English class participation. Independent Learning 90% agreed that social media strengthens self-learning habits.

Relaxed Learning Environment 90% found social media a stress-free medium for learning. Access to Learning Resources 70% believed social media provides plenty of English learning materials. Ease of Use 91% said social media is easy to use for learning English. Flexibility 100% of students appreciated the anytime-anywhere access to learning

via social media. Interaction with Others 70% felt they could easily engage with others using social media. Increased Interest 100% reported growing interest in learning English through social media. Motivation for Assignments Only 53% said social media motivated them to complete English tasks. Overall Learning Support 70% felt social media helped them with English learning. Confidence in Learning 71% felt more confident learning English using social media. Access to Learning Materials 92% found it easy to locate study materials on social media. Time Management Only 53% said they could effectively manage their study time with social media. Focus on Learning 70% reported staying focused while learning English through social media.

Conclusion from Table 4.3, The Positive Aspects, most students found social media engaging, flexible, and helpful for vocabulary, pronunciation, listening, and confidence-building. The Challenges are Grammar learning, motivation for assignments, anxiety reduction, and time management were areas where social media was less effective. Overall Impact, social media is perceived as a valuable tool for learning English, but it should be complemented with structured learning strategies to address its limitations.

D. Conclusion

The findings of this study highlight the significant role of social media in supporting English language learning among students at SMK Negeri 7 Palembang. Platforms such as Instagram, YouTube, and TikTok have proven to be highly effective in providing engaging and accessible resources that facilitate language acquisition. These platforms contribute to the development of vocabulary, pronunciation, and listening skills through multimedia content, interactive discussions, and exposure to authentic English usage in a real-world context. A key takeaway from the study is that the majority of students appreciate the flexibility and stress-free nature of learning via social media. Unlike traditional classroom settings, social media allows students to learn at their own pace, access diverse learning materials, and explore content tailored to their interests. This flexibility plays a crucial role in

boosting motivation and sustaining interest in learning English, as students are more likely to engage with content that feels enjoyable and relevant to their daily lives.

Despite these advantages, challenges remain, particularly in improving grammar skills and managing distractions inherent to social media use. While social media excels at enhancing listening comprehension and vocabulary acquisition, it may not provide the structured learning required to master complex grammar rules and written communication. Additionally, the constant influx of entertainment and non-educational content can make it difficult for students to stay focused on their learning goals. To address these issues, educators are encouraged to guide students in using social media more purposefully. This could involve integrating structured learning tasks, recommending high-quality educational content, and encouraging active engagement with language-learning communities. Teachers can also provide clear strategies for distinguishing between recreational and academic use of social media,

helping students maximize its educational potential.

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