



## STUDENTS' PERCEPTION ON THE USE OF SOCIAL MEDIA IN LEARNING ENGLISH

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### Abstract

*This study set out to investigate how students perceived utilizing social media platforms to improve English language skills. Transcripts of the interviews and supporting documentation were utilized to gather data for this qualitative case study research project. Four students from the Ganesha English lubuklinggau participated in the study . Considering the outcomes of the analysis that is descriptive , the majority of students thought that implementing social media to learn English was beneficial. Social media was thought to be beneficial for raising students' proficiency in the English language. They claimed the social media gives them access to English-language content sources where they can hone their language skills especially speaking, listening pronunciation and vocabularies . Additionally, social media provides range for English-language content, helping all of the students to select and access the content they want, whenever and wherever they want. The most popular accounts sites for learning English receptive skills, As an instance reading and listening, are Youtube and Instagram.*

**Keywords:** Social media; students' perception; learning English

### INTRODUCTION

In modern era Social medias are now significantly influencing how people live in many elements. In the present day , we can see all of ages can use and invest a lot of time on social media platforms to search the information sharing, education, and knowledge exchange . all of social medias , it is utilized by everyone to share knowledge and communicate about English lessons including educators. Social media is used by educators to assist with student assessments and to provide additional English language resources (Lomicka et al., 2016), as referenced in Nurhayati (2023).

In the same way, learners will benefit from social media since it will enable them to access resources for learning English across a variety of social media platforms. Despite not being designed with education in mind, a lot of students use social media to practice their English. For a student to become a more proficient English speaker,

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classroom study alone is not adequate. They wish to use social media video learning to become more familiar with the English environment. It appears that a lot of social media accounts offer English lessons in an effort to make learning the language more enjoyable. Using ICT, we can minimize preparation and do away with the most common in-class difficulties (Millium et al, 2011). For example the students can use Instagram, YouTube, Facebook, Twitter and others to increase their ability in English. They can follow those accounts that relate to English study. It can help students to improve their vocabularies, written structure etc.

In the same field as the current study, several other studies have been conducted out. In 2020, Alfadda conducted research on social media's effects on English language learning. This findings indicated that Instagram provides an effective environment for students to become completely involved in the English language, with particular benefits for vocabulary instruction. Simpler lessons can increase students' interest and motivation even though Instagram might be more beneficial for learning. Learning is unlikely to happen if students lack motivation or interest in the material being covered in class. In 2018, Erzad et al conducted a study which demonstrated that students can benefit greatly from using social media.

They can use the YouTube video as a resource to learn, practice, and model. Additionally study English songs, grammar, and idioms used by native speakers of the language. They can practice their English anytime, anywhere with this platform. They count it a great blessing that they live in the millennial era, when everything can be accessed quickly and readily. In 2017, Hamad carried out a study. The findings demonstrated that social media use aids in the growth of students' self-confidence, motivation for learning, and language skills. The participants stated that the two language skills were speaking and pronouncing that improved the most.

Their verbal communication abilities and lexicon have improved. It gives them an example because A few of the movies were made by English language learners who are also native English speakers instructors of how to pronounce English in a recognizable and comprehensible manner. It turned out that using WhatsApp Group to learn English has a number of advantages. They are as follows: WhatsApp Group is regarded as one of the greatest media for practicing English in a stress-free and laid-back setting, making it one of the accessible resources for learning the language. By giving them feedback that is useful in identifying students' errors and mistakes in sentence formation, teachers can directly address students' errors and mistakes in a WhatsApp group. The results of earlier research demonstrated that social media offered numerous benefits for students looking to advance their English language proficiency.

They can follow the accounts that share everything related to English, including grammar, speaking, vocabulary and pronunciation. Since social media is primarily in English, it helps students learn the language by giving them opportunities to converse with native speakers worldwide and exchange ideas through commenting and chatting. English language learners use social media to communicate with foreigners, and they think mobile learning will help them learn at any time or place (Ayuningtyas, 2018). The

majority of students use social media because it's an engaging learning tool that can be accessed quickly on a mobile device and displays audio and visual content.

Students can learn using a variety of learning modes on social media, not just picture-based learning but also audio and video recording, which encourages student-centered learning and allows students to learn according to their preferred method. According to Omar et al. (2012), Social media can be a useful learning tool for EFL students to practice their English outside of the classroom. As a result, learning English for the students is easier and more convenient than utilizing other media. Students can practice their English with others and expand their knowledge through social media, which also encourages independent learning. Researchers are keen to learn how students utilize social media platforms for educational purposes. English and what their perceptions are of this approach because millennial students use social media extensively for learning English because they spend more time on social media than they do reading books in the language at the library.

Based on the explanation above, This study aims to fill these gaps : to find out social Medias that will be used by the students. The research question will be formulated what are the social Media that will be used by the students ?

The researchers used a case study approach in conjunction with qualitative research in this study. A case study, according to Starman (2013), is a qualitative research method that looks at a single individual, group, or important example to the specific case or to provide helpful generalization.

## **METHOD**

The results of the interview transcript and document review are presented in the data analysis, which was done using a qualitative method. Based on the interactive model of analysis proposed by Miles and Huberman (1994), this data was examined. This model will be available in three different varieties, including:

**Data Reduction:** In this section, the researcher described how to choose, concentrate, simplify, and transform the data in order to evaluate it. The interview and the documents will provide the data. As a result, data reduction is required to provide comprehensible and user-friendly data. The researcher then concentrated on the research question—which concerns students' perceptions of using social media for English language learning—in order to narrow the data.

**Information Display** Data display refers to a streamlined. This model will come in three varieties, one of which will include information that permits drawing conclusions. Data visualization facilitates comprehension of the situation and allows for future evaluation based on that comprehension. This study uses narrative text and brief notes to display the data.

**Making a Conclusion:** The final stage of data collection is to draw conclusions; this should come after data reduction and data display (Miles and Huberman, 1994). Additionally, the researcher in this study is beginning to determine which significant

variables to include in the conclusion. As a result, any proof that has been gathered is valid and consistent with the final conclusion.

**a. The social media Students use and follow how often they used it**

In this section, the researcher ask respondent about what social media they use and how often they used it. The researchers go into further detail about their data analysis from the documentation and interview in this section. In order to verify and validate the information from the interviews, the researchers asked participants to provide documentation of their English language learning on social media. As part of this study, the students took screenshots of themselves learning English on social media to demonstrate whether or not they had done so. Following the interview, she obtained the document detailing the students' English language learning activities.

**Respondent 1 (Zza)**

Respondent 1 used several social media such as, Instagram, Tiktok, Twitter and Youtube . she follows several accounts in various of social media as daily\_english\_story, brilliant\_idea1, Kampung England LC, Miss Cty, and Naila Frahana . Inggris in Instagram to learn about phrases, grammar, and vocabulary. Throughout these social media, she mentions that she feels fun when studying English from social media. Zza Uses social media every day.

**Respondent 2 (Rsa)**

Rsa follows native speakers' accounts in Instagram and Tiktok who have an understanding of Indonesian. She takes up pronunciation, vocabulary, idioms, and phrases on Instagram that show up in her timeline. As she watches English videos, she takes up a few words and phrases that help her speak Indonesian. She learns up pronunciation, vocabulary, idioms, and phrases on Instagram that show up in her timeline. She watches videos in English and gets up a few vocabulary words and phrases. Zelynafah, KAMPUNGgrislccom, englishacademy\_id accounts. She also finds out the captions in English so they know how to build up the sentences. Rsa uses social media very often everyday. Rsa mention the following statement :

*“very often. everyday can be more than 8 hours ”*

**Responden 3 (Icc)**

Icc personally prefer to use instagram than other social media. She uses that social media for increasing her ability in speaking skill. she also follow Kampunginggriswe for learning English.

**Respondent 4 (Mt)**

Mt used instagram, tiktok, dicord, snapchat to learn English. Mt used these platform in her spare time. Mt also follow kampunginggrisl and EF English First Palembang to improve her ability in English.

**Students' Perception on the use social media**

The researchers expanded on their data analysis from the interview in this section. The researchers spoke with the students of for one day during an interview. Ganesha English lubuklinggau . The informants are four TOEFL students then they were the

ones asked the questions. Every question in these interviews centered on how students felt about using social media to improve their English.

**b. Social media helps participants improving their English learning.**

Most of the participants said that social media can improve their English learning. As the informants, Rsa, Icc, Zza and Mt state that social media help improving their English ability. Rsa stated that *by learning social media, it can help us learn anywhere and anytime. and there is also no need to incur any additional costs* " so based on the statement above, we can use or learn about English everywhere when we need that we can open without pay anything.

Icc state this following statement "*From learning English via social media, I can more easily understand English conversation* ". Icc can learn about conversation by using social media. it can help her more easily to understand about English. Mt can learn about English better and also she can learn pronunciation by using social media .It can help her so much to say pronunciation correctly.

***Kinds of Social Media that Students Use to Learn English***

What kind of social media do the participants usually use to learn English? the researcher asked. As Ganesha English students, Zza, Rsa, Icc, and Mt clarify that they use a variety of social media platforms to study English. To acquire new words and phrases, they utilize YouTube and TikTok. They converse with friends who share their love of English via WhatsApp and Instagram as well. They can post problems they are having, like confidence, in English on those platforms, and their friends can offer advice on how to resolve them. They also discussed how they developed their minds to become more comfortable speaking English.

Zza mentions the following statement: I utilize TikTok, YouTube, Twitter, and WhatsApp to communicate with friends who are passionate about English and to help me improve my language skills. We talk on WhatsApp about posting status updates about issues we face, like how to develop the mental strength to be self-assured. Based on their needs, the researchers concluded from the information above that they use various platforms to learn English from social media. Through TikTok and YouTube, they practice speaking with her friends on Facebook and WhatsApp while learning vocabulary, grammar, pronunciation, and phrases. Zza not only gains writing skills in English but also receives assistance from her friends in resolving issues that arise during together, we are learning English through WhatsApp and Twitter "Furthermore, RSA, ICC and MT also shared social media that they use dominantly in learning English. RSA uses WhatsApp a lot to learn English because the lecturer's lessons focus mostly on using the app. She uses Instagram and YouTube as well to learn English. RSA learns grammar from YouTube and vocabulary on Instagram then she writes the unfamiliar words on her book. MT mentions the following statement: " I usually use Instagram, tiktok, discord snapchat and many more to get some foreign friends. Based on the statement above, Mt could learn about English with foreign or maybe it can be

native speaker. She not only learn from the account, but also learn directly from her friend. The rationale behind students using social media to learn English

Students were asked by the researcher why they use social media to learn English. Because ZZA, RSA, ICC and MT spend a lot of time using their smartphones to view social media content, they claim that learning English through social media is more flexible and effective. Social media makes learning English easier because people are always carrying and primarily glued to their smartphones. They pick up new vocabulary and gain knowledge following is stated by RSA : With a smartphone, learning English is more efficient and flexible because we can study whenever we have internet access. Typically, the English lesson is included in the timeline of edge from it when English learning content appears on social media. From Instagram and TikTok, we acquire vocabulary and speech patterns.

According to the justification given above, RSA learns English through social media because of the efficiency and flexibility of smartphones. Everywhere and at any time, she can access and learn English. She can easily learn something new anywhere and at any time thanks to social media. The majority of English language instruction is available on social media, which users can access whenever they have an internet connection. Additionally, students ICC and MT shared their thoughts on the rationale behind using social media to learn English. They claimed there is more engaging. Additionally, the video's duration is fairly brief, which makes that because Instagram has so many videos and images to learning English .The lesson was simple to understand.

Overall, it was demonstrated that social media could greatly improve pupils' proficiency in English. The interview analysis reveals that social media is well-received for English language learning. On the other hand, they discovered that some people have a tendency to be rude and make disparaging remarks about others when they use social media to learn English. During the pandemic, students spent a lot of time using social media to learn English. It is corroborated by Altam (2020), who claimed that because students were confined to their homes during the pandemic and had more free time, they spent more time on social media. They claimed that independent learning was more effective than instructor-led instruction. Some lecturers use WhatsApp to teach with a lack of creativity. They don't offer any clarification; they just share the lesson link in a WhatsApp group.

Students find learning English boring when using this method of instruction. Rather, because they can watch and review the video, students find it easier to understand the lesson that the instructor has to teach on social media. The use of videos as teaching aids has certain advantages. Some of the benefits include the learners' enjoyment and engagement with the video-visual. Students can talk to their friends about what they understood from the video they watched and discussed. Students can access a wide range of English-language content on social media at any time and from any location. On social media, they are exposed to the language in settings where they can converse with English speakers, read news articles or take English lessons from

others, and watch videos in the language. They can engage in meaningful language practice, which will help them develop their language skills. One of the components of effective language instruction is language exposure, and students utilize social media as a resource for learning.

## CONCLUSION

The researcher draws the conclusion that most students in this study had a positive attitude toward this learning model through social media, based on the results and the discussion above. It has many benefits because social media makes it simple for them to stay in touch with friends, talk about interests in common, interact with strangers, exchange ideas, and, for the most part, feel sufficiently entertained on this site. Additionally, students can use a lot of functions when they use this website. They can also use social media to learn English, which will help them with vocabulary, grammar, reading, speaking, listening, and sentence construction. The majority of students concurred that social media gives them the chance to interact with native English speakers and become more familiar with the language. Exposure to language is one of the components of effective language acquisition and learning (Kozhevnikova, 2019). Furthermore, regarding social media access, the majority of students reported checking it daily and spending a significant amount of time on it, particularly during pandemics. However, some students reported being unable to access social media due to a lack of data plan. Even though social media is widely used by students and offers numerous advantages, there are certain drawbacks for them as well, such as their propensity to become easily distracted while studying. Finally, based on the data that were examined, the researcher came to the conclusion that giving students extra support in the form of social media while they study English has a positive effect on them. Additionally, students' enthusiasm for English. Social media improved language learning. The students also enthusiastically concur that using social media as a tool to learn English is a good idea. Thus, the students' favorable opinions demonstrate the possibility of using social media as an extra resource to help with English language learning, which will improve students' proficiency in the language. In addition, the researchers hope that other researchers will be able to carry out this research and dig deeper into it. Thus, the investigators.

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