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The Use of Social Media to Learn English

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ABSTRACT

This study aimed to investigate the perceptions, potential benefits, and challenges associated with using social media in English language learning, focusing on English education students. Twenty students participated voluntarily. This research applied a mixed-method research design by utilizing a questionnaire and interview. Positive aspects, such as real-life practice and connections with native speakers, coexist with divergent views on engagement, convenience, and cost-effectiveness. The mixed perception regarding its impact on motivation emphasizes the intricate nature of this educational medium. Identified challenges, encompassing distractions and language barriers, highlight the multifaceted nature of the experience. Positive perceptions, including maintaining focus and effective time management, provide a comprehensive understanding of learning English on social media. The diversity in perspectives underscores the need for a tailored approach to leveraging social media benefits for language education. Students' suggestions offer valuable strategies for mitigating challenges, ranging from improved data accessibility to a deliberate focus on educational content. Individualized recommendations, such as adaptive learning approaches and goal setting, provide practical avenues for educators and learners. The article emphasizes the importance of crafting educational strategies with a nuanced understanding of students' perceptions, contributing to the continual refinement of language education in contemporary digital landscapes.

Keywords: Perceptions, social media, benefits, English learning.

INTRODUCTION

The proliferation of social media platforms has revolutionized the landscape of communication and information dissemination. Social media's ubiquitous presence has not only reshaped how people interact but has also infiltrated various domains of education, offering a promising avenue for enhancing language learning. This presence has not only reshaped how people interact but has also infiltrated various domains of education, offering a promising avenue for enhancing language learning. Social media has a positive impact on language learners' confidence, attitude, and motivation (Zainal & Rahmat, 2020). This has been attributed to the fact that participation in social media platforms offers language learners opportunities for language improvement, exposing them to a wide range of texts (Zainal & Rahmat, 2020).

Moreover, social media provides language learners with the possibility to apply interactive channels in their language-learning journey (Khan et al., 2020). These interactive social media channels enable learners to improve their communication and develop the four basic language skills: listening, speaking, reading, and writing. The intensity of using English-

language social media content is positively related to students' perceptions of their ability to speak English, including all aspects of language learning (Muftah, 2023). This study aims to investigate the perceptions, potential benefits, and challenges associated with the utilization of social media in English language learning, with a particular focus on English education students.

The rationale behind this study lies in the intersection of two significant trends in contemporary education: the growing importance of digital technology, including social media, in the learning process, and the evolving landscape of language education. As the world becomes increasingly interconnected, proficiency in the English language holds tremendous value. At the same time, the integration of technology and social media into education has the potential to engage students, foster collaboration, and provide access to authentic language resources (Abe & Jordan, 2013). Previous research has indicated the transformative potential of technology-enhanced language learning, highlighting advantages such as increased motivation and opportunities for meaningful language use (Rezaul Karim et al., 2022). However, while the use of social media in language learning is gaining traction, there remains a dearth of research focusing specifically on English education students' perspectives and experiences within this context. Understanding their perceptions and challenges is crucial for educators, curriculum developers, and policymakers seeking to optimize language instruction in the digital age.

The integration of social media in language learning settings has also been explored. For instance, (Hasan et al., 2020) examined the impact of social media tools on language learners' motivation and engagement. Their findings suggest that incorporating social media into language instruction can enhance students' enthusiasm for learning and encourage interaction in the target language. Learning English has become increasingly important in our globalized society, with individuals seeking to acquire proficiency in the language for various reasons such as pursuing higher education abroad, expanding job opportunities, or simply for personal enrichment. To cater to the growing demand for English language learning, educators and researchers have explored various approaches and tools to support language acquisition and proficiency. Social media platforms such as Facebook, YouTube, Twitter, and WhatsApp have become an integral part of our daily lives, providing a platform for communication, information sharing, and interaction. Several studies have investigated the use of social media in the context of learning English and have identified several benefits and advantages associated with this approach (Lutviana & Mafulah, 2021).

Numerous studies have highlighted the potential impact of using social media for learning English including enhancing language proficiency, fostering authentic communication, reducing anxiety, improving students' motivation and facilitating collaborative learning (Aljameel, 2022; Amin & Sundari, 2020; Mubarak, 2016; Lutviana & Mafulah, 2021; Paliath & Evangeline, 2022; Richards, 2015; Tufail, 2021). While these studies offer valuable insights, they do not specifically address the unique context of English education students. This research aims to bridge that gap by focusing on the perceptions and experiences of English education students, shedding light on their specific needs, challenges, and expectations regarding the incorporation of social media in English language learning.

The study can influence the development of policies and guidelines for integrating technology, including social media, into language education. This can have a broader impact on educational systems. The research adds to the body of knowledge regarding the use of social media in language learning, particularly within the context of English education. It can serve as a foundation for future research and academic discourse. Understanding the challenges

English education students face when using social media for learning can lead to the creation of student-centered strategies that address their specific needs and concerns. Enhanced English language skills, facilitated by effective use of social media, can increase the global competitiveness of individuals and nations in fields such as business, science, and diplomacy.

The primary purpose of this research is to explore the perceptions of English education students regarding the potential benefits of integrating social media into English classes and to identify and describe the challenges English education students encounter when using social media as a tool for learning the English language. There are two questions to be answered in this study:

1. What are the perceptions of English education students about the potential benefits of using social media in learning English?
2. What do English education students describe as challenges and solutions to using social media in learning English?

METHOD

This study employs a mixed-methods research design, as recommended by several prominent scholars in the field (Ary et al., 2010; Creswell & Guetterman, 2019; Creswell & Plano Clark, 2017; Mertens, 2010; Mills, Geoffrey; Gay, 2019). The objective is to gain a comprehensive understanding of the research topic. Data collection for this study involved both questionnaires and interviews with university students enrolled in the English Education program at Citra Bangsa University.

PARTICIPANT

The study participants consisted of students enrolled in the English Education Study program at Citra Bangsa University during the odd semester of the 2023-2024 academic year, specifically those in semesters 3, 5, 7, 9, and 11. A total of 20 students participated in this study voluntarily.

DATA COLLECTION

Quantitative data was collected through the administration of a questionnaire widely recognized in the field of language learning research. The questionnaire aimed to assess participants' perceptions regarding teaching and learning tools (Mackey & Gass, 2005). The survey instrument employed in this study comprises 20 closed-ended questions utilizing a five-point Likert scale, a widely employed rating scale in survey research for gauging respondents' degrees of agreement or disagreement with a given statement (Batterton & Hale, 2017). The Likert scale, ranging from 1 to 5, offers a graduated continuum of responses, each representing distinct levels of agreement or disagreement. The following elucidation outlines the points on the Likert scale, accompanied by concise explications of their interpretative nuances:

1. **Strongly Disagree (SD):** This point signifies a robust disagreement on the part of the respondent with the presented statement or item. It conveys a profound negation or a vehement opposing viewpoint.
2. **Disagree (D):** Positioned slightly beyond the point of strong disagreement, respondents selecting this option express a disagreement that, while discernible, is not as emphatic as in the preceding category. This selection suggests the presence of reservations or a somewhat negative stance.

3. **Neutral (N):** Indicating a state of equipoise, the neutral point denotes a lack of pronounced agreement or disagreement with the statement. This choice suggests a moderate or balanced perspective on the subject.
4. **Agree (A):** This point signifies a concurrence with the statement, albeit not unequivocally. Respondents opting for this choice acknowledge the statement's validity or truth to a certain degree.
5. **Strongly Agree (SA):** Positioned at the zenith of the scale, this point reflects an unwavering endorsement or alignment with the presented statement. Respondents selecting this option express a profound conviction or belief in the statement's accuracy.

The 1-5 Likert scale enables respondents to articulate a spectrum of opinions, ranging from staunch disagreement to fervent agreement, with varying intensities in between. This structured scale provides a methodical framework for quantifying and scrutinizing subjective opinions or perceptions on a given topic. In the analytical phase, researchers often employ diverse statistical measures, including means and percentages, to derive insights into respondents' attitudes or perceptions. Notably, the questionnaire, designed for online administration, was employed to elucidate students' perceptions of the use of social media in learning English.

Prior to data collection, informed consent was obtained from the selected participants, with a clear explanation of their voluntary participation. The participants received questionnaires in the Indonesian language, along with instructions on how to complete them. Contact information was provided for any queries or clarifications. Questionnaires were distributed to all students within the English Education Study Program at Citra Bangsa University.

Qualitative data were collected through semi-structured interviews conducted with ten participants to delve deeper into issues that may not be fully addressed by the questionnaire alone (Mills, Geoffrey; Gay, 2019). The interviews were conducted in person and lasted approximately 25 to 35 minutes. They were conducted in Indonesian, the national language, to ensure mutual understanding and minimize potential misunderstandings. Interviews were scheduled according to participants' availability to avoid disruptions to their activities.

During the interviews, the interviewer introduced himself, articulated the study's purpose and objectives, and clarified any study-specific terms. An emphasis was placed on active listening, with the interviewer speaking minimally to provide participants ample opportunity to express their perspectives. Participants were informed of their right to withdraw from the study at any time without any penalty, and they were given the option to skip questions that made them uncomfortable. All interview questions were open-ended. Interviews were audio-recorded and transcribed. Participants were invited to review the interview transcripts for accuracy. The researcher analyzed the interview data to gain insights into students' perceptions regarding the use of social media as a tool for learning English as a foreign language.

DATA ANALYSIS

Data analysis involved two main components: quantitative and qualitative data. In the quantitative analysis, the questionnaire data were prepared, statistics like averages and frequencies were calculated, and tests were conducted to determine if significant differences in students' perceptions across different semesters could be found using SPPSS (Statistical Package for the Social Sciences). In the qualitative analysis, interview data were transcribed and coded, with themes that captured students' thoughts on using social media for learning

English being extracted. Triangulation, or the comparison of both data types, was used to identify any connections or contradictions. Your findings were presented clearly, and the implications were discussed in the context of your research objectives. Throughout the process, ethical considerations and participant confidentiality were maintained.

FINDING AND DISCUSSION

BENEFIT OF USING SOCIAL MEDIA IN LEARNING ENGLISH

There are several findings to answer the first question related to the benefits of social media in learning English. This can been seen in the table below that presents an analysis of the perceptions of English education students regarding the potential benefits of using social media in the process of learning English. The table illustrates students' responses to specific Likert-scale items, shedding light on their perceptions of various aspects of learning English through social media. High and low perception percentages, mean scores, and decision categories are provided to offer a comprehensive overview of their viewpoints."

Table 1: Perceptions of English Education Students Regarding the Benefits of Using Social Media in Learning English

Items	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean	Decision
1. Using social media platforms for learning English allows me to practice English in real-life contexts.	8 (40.0)	11 (55.0)	1 (5.0)	0 (0)	0 (0)	4.35	High Perception
2. Social media provides access to a wide variety of authentic English language content (videos, articles, conversations) that can enhance my language skills.	8 (40.0)	12 (60.0)	0 (0)	0 (0)	0 (0)	4.40	High Perception
3. Learning English through social media is more engaging and interactive compared to traditional classroom methods.	2 (10.0)	6 (30.0)	12 (60.0)	0 (0)	0 (0)	3.50	Low Perception
4. Social media allows me to connect with native English speakers and language enthusiasts, providing opportunities for language exchange and cultural exchange.	5 (25.0)	10 (50.0)	5 (25.0)	0 (0)	0 (0)	4.00	High Perception
5. I can easily access language learning communities and groups on social media platforms, where I can ask questions, seek advice, and collaborate with fellow learners.	3 (15.0)	12 (60.0)	4 (20.0)	1 (5.0)	0 (0)	3.85	Low Perception
6. Social media platforms offer a flexible and convenient way for me to learn English at my own pace and schedule.	4 (20.0)	11 (55.0)	4 (20.0)	1 (5.0)	0 (0)	3.90	Low Perception
7. The use of social media in English learning helps improve my digital literacy and technology skills.	7 (35.0)	10 (50.0)	3 (15.0)	0 (0)	0 (0)	4.20	High Perception
8. Learning English through social media is cost-effective compared to traditional language courses or textbooks.	6 (30.0)	7 (35.0)	6 (30.0)	1 (5.0)	0 (0)	3.90	Low Perception
9. Social media allows me to explore and learn about different English accents and dialects, improving my overall comprehension skills.	4 (20.0)	12 (60.0)	4 (20.0)	0 (0)	0 (0)	4.00	High Perception
10. The use of social media in English learning enhances my overall motivation and enthusiasm for language learning.	5 (25.0)	8 (40.0)	7 (35.0)	0 (0)	0 (0)	3.90	Low Perception

Note: *N* = 20, SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree. Decision – Weighted Average = 40/10 = 4

1. **Practice in Real-Life Contexts:** The majority of English education students (95%) have a strong positive perception that using social media allows them to practice English in real-life contexts. This indicates that they believe social media is an effective platform for practical language application.
2. **Access to Authentic Content:** All respondents (100%) perceive that social media provides access to a wide variety of authentic English language content, which they believe can enhance their language skills. This suggests that English education students see social media as a valuable source of authentic materials for language learning.
3. **Engagement and Interactivity:** A small minority (10%) believe that learning English through social media is more engaging and interactive compared to traditional classroom methods, indicating that most students do not find social media more engaging. This suggests that while social media has benefits, it may not be universally seen as more engaging than traditional methods.
4. **Connections with Native Speakers:** All students (100%) believe that social media allows them to connect with native English speakers and language enthusiasts, providing opportunities for language exchange and cultural exchange. This reflects a strong perception of social media's potential for cultural and language interactions.
5. **Access to Learning Communities:** A minority (20%) of students agree that they can easily access language learning communities and groups on social media platforms. This suggests that some students find it accessible, but a significant portion may face challenges in accessing these communities.
6. **Flexibility and Convenience:** A minority (25%) perceive social media as a flexible and convenient way to learn English at their own pace and schedule, indicating that many students do not see social media as offering this advantage.
7. **Digital Literacy and Technology Skills:** The majority (85%) strongly agree or agree that the use of social media in English learning helps improve their digital literacy and technology skills. This reflects a positive perception of the educational benefits of social media in this context.
8. **Cost-Effectiveness:** A minority (30%) agree that learning English through social media is cost-effective compared to traditional language courses or textbooks. This suggests that not all students view social media as a cost-effective option.
9. **Exploring Accents and Dialects:** A significant majority (80%) strongly agree or agree that social media allows them to explore different English accents and dialects. This underscores the belief that social media is a useful tool for broadening one's language skills.
10. **Motivation and Enthusiasm:** A minority (35%) agree that the use of social media in English learning enhances their overall motivation and enthusiasm for language learning. This indicates that while some students find it motivating, not all share this perception.

An overwhelming 95% of students recognize the value of social media in providing a platform for practicing English in real-life contexts. This high percentage underscores the belief that social media is not just a theoretical or isolated learning environment but a dynamic space where learners can apply language skills in practical, everyday scenarios. The immediacy and relevancy of social media interactions mimic real-life conversations and exchanges, offering a practical application beyond the traditional classroom setting. Contrastingly, only a small fraction (10%) of students find learning English through social media more engaging and

interactive than traditional methods. This suggests a critical viewpoint that, despite the advantages of social media, it may not universally surpass the engagement levels of in-person or classroom-based learning. The interactive potential of social media, while notable, may not fully replace the interactive dynamics found in traditional educational settings for the majority of students. All students surveyed (100%) appreciate the opportunity social media provides to connect with native English speakers and enthusiasts. These connections offer invaluable language exchange and cultural learning opportunities, allowing learners to immerse themselves in the language as it is naturally used. This aspect of social media learning emphasizes the platform's strength in facilitating genuine, organic language learning experiences.

A quarter of the respondents (25%) see social media as a flexible and convenient tool for learning English, suggesting that the majority do not perceive it as significantly enhancing learning flexibility. This viewpoint highlights a gap between the potential for anytime, anywhere learning offered by social media and the actual experience of students, who may face challenges in using social media effectively within their learning routines. A vast majority (85%) agree that using social media for English learning also enhances their digital literacy and technology skills. This dual benefit is a significant positive, suggesting that the educational value of social media extends beyond language learning to include vital skills in navigating and utilizing digital platforms effectively. Only 30% of students view social media as a cost-effective alternative to traditional language courses or textbooks. While social media offers free access to vast resources, this perception indicates that not all students consider it a complete or sufficient replacement for structured learning materials and experiences. Eighty percent of students value social media for the opportunity to explore various English accents and dialects. This exposure is crucial for developing a well-rounded understanding of the language, recognizing its diversity, and preparing for comprehension and communication in a global context.

Lastly, 35% of students feel that learning English via social media boosts their motivation and enthusiasm. While this shows that social media can be an inspiring tool for some, it also reflects a broader sentiment that it may not universally ignite or sustain interest in language learning. In summary, social media presents a complex but valuable landscape for English education. Its strengths lie in offering real-life practice, authentic content, and cultural exchange opportunities. However, challenges in engagement, community access, and perceived educational value suggest there is room for improvement or complementary strategies to maximize its potential as a language learning tool.

English education students have generally positive perceptions of using social media in learning English, particularly in terms of real-life practice, access to authentic content, connecting with native speakers, and improving digital literacy. However, they may not universally perceive it as more engaging than traditional methods, convenient, or cost-effective. Additionally, there is a mixed perception regarding its impact on motivation for language learning. These varied perceptions suggest that while social media offers several benefits for language education, students' views may differ, and a tailored approach may be necessary to leverage these benefits effectively.

CHALLENGES IN USING SOCIAL MEDIA FOR LEARNING ENGLISH

To answer the second question related to the challenges faced by the students in using social media to learn English can be seen in the table below that delves into the challenges described by English education students when it comes to using social media as a tool for learning

English. This table highlights key areas where students face difficulties or concerns. It provides insights into students' perceptions related to engagement, accessibility, flexibility, cost-effectiveness, and motivation. The analysis allows us to identify the challenges that students encounter when utilizing social media in their language learning journey."

Table 2: Challenges Described by English Education Students in Using Social Media for Learning English

Items	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean	Decision
11. Finding reliable and high-quality English language content on social media platforms is challenging.	0 (0)	1 (5.0)	6 (30.0)	11 (55.0)	2 (10.0)	2.30	Low Perception
12. Distractions on social media, such as unrelated content or notifications, negatively impact my English learning experience.	2 (10.0)	4 (20.0)	11 (55.0)	3 (15.0)	0 (0)	3.25	High Perception
13. Maintaining focus and self-discipline while using social media for learning English can be difficult.	0 (0)	6 (30.0)	6 (30.0)	6 (30.0)	2 (10.0)	2.80	Low Perception
14. Language barriers, including unfamiliar accents and idiomatic expressions, can be a challenge when interacting with native speakers on social media.	1 (5.0)	6 (30.0)	9 (45.0)	2 (10.0)	2 (10.0)	3.10	High Perception
15. Limited opportunities for face-to-face interaction with teachers or language partners on social media can hinder my learning progress.	0 (0)	6 (30.0)	8 (40.0)	4 (20.0)	2 (10.0)	2.90	High Perception
16. Privacy and security concerns on social media platforms can be a barrier to active participation in English language learning communities.	1 (5.0)	5 (25.0)	5 (25.0)	7 (35.0)	2 (10.0)	2.80	Low Perception
17. Technical issues or poor internet connectivity can disrupt my online English learning sessions on social media.	1 (5.0)	5 (25.0)	5 (25.0)	7 (35.0)	2 (10.0)	2.80	Low Perception
18. Evaluating the credibility and reliability of language learning materials and resources shared on social media is a challenge.	1 (5.0)	8 (40.0)	7 (35.0)	1 (5.0)	3 (15.0)	3.15	High Perception
19. Balancing the time spent on social media for learning English with other academic or personal responsibilities can be challenging.	0 (0)	1 (5.0)	10 (50.0)	7 (35.0)	2 (10.0)	2.50	Low Perception
20. The lack of a structured curriculum and guidance on social media platforms can make it difficult to track my language learning progress.	0 (0)	5 (25.0)	11 (55.0)	2 (10.0)	2 (10.0)	2.95	High Perception

Note: *N* = 20, SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree. Decision – Weighted Average = 28.55/10 = 2.855.

1. **Finding Reliable Content**: Most respondents (55%) disagree with the statement that finding reliable and high-quality English-language content on social media is challenging, indicating a low perception of this challenge.
2. **Distractions Impact**: A substantial portion (30%) of respondents perceive that distractions on social media negatively impact their English learning experience, indicating a high perception of this issue.

3. **Maintaining Focus**: Respondents are divided on the difficulty of maintaining focus and self-discipline while using social media for learning English, with a slightly low perception.
4. **Language Barriers**: A significant number of respondents (45%) perceive that language barriers, including unfamiliar accents and idiomatic expressions, can be a challenge when interacting with native speakers on social media, indicating a high perception.
5. **Limited Face-to-Face Interaction**: A considerable percentage (40%) of respondents perceive that limited opportunities for face-to-face interaction with teachers or language partners can hinder their learning progress, indicating a high perception.
6. **Privacy and Security**: A substantial number (35%) perceive that privacy and security concerns can be a barrier to active participation in English language learning communities, indicating a low perception of this issue.
7. **Technical Issues**: Similar to privacy and security concerns, 35% of respondents perceive that technical issues or poor internet connectivity can disrupt their online English learning sessions, indicating a low perception of this challenge.
8. **Material Credibility**: More than half of the respondents (55%) perceive that evaluating the credibility and reliability of language learning materials shared on social media is a challenge, indicating a high perception.
9. **Balancing Time**: Respondents are divided on the challenge of balancing the time spent on social media for learning English with other responsibilities, with a slightly low perception.
10. **Structured Curriculum**: A substantial percentage (55%) is neutral regarding the statement that the lack of a structured curriculum and guidance on social media platforms can make it difficult to track their language learning progress, indicating an uncertain perception of this issue.

In summary, the data suggests that while some challenges are perceived more negatively (e.g., distractions, language barriers, and material credibility), others are seen in a more positive light (e.g., maintaining focus and self-discipline and balancing time). The perception varies across different aspects of learning English on social media, highlighting the complexity of the experience and the individual preferences and challenges of the respondents. It is essential to consider these perceptions when designing educational strategies and support systems for learners on social media platforms.

BENEFITS OF USING SOCIAL MEDIA FOR ENGLISH LANGUAGE LEARNING

In order to support quantitative data, the interview was conducted to elicit more information about the benefits of social media to learn English. These benefits encompass the opportunity to practice English in real-life contexts, access authentic language content, engage interactively, connect with native speakers, explore cultural diversity, and expand their social circles. Through the scrutiny of these benefits, a heightened comprehension is attained regarding the substantive contributions that social media platforms impart to the process of learning the English language:

1. Access to Additional Learning Resources:

Student 2: "*Social media is currently very beneficial. If we don't have money for private English lessons, we can view content in English on YouTube or TikTok*."

Student 4: "*Searching for learning resources on social media platforms*."

2. Understanding Culture and Dialects:

Student 5: "*Help us to know more and understand the cultural diversity that influences the accents and dialects of the language*."

3. Expanding Social Circles and Communities:
Student 6: "*Expanding our social circles. Through social media, we can meet and get to know new people, especially when joining a community*."
Student 6: "*Support for budding businesses. Gaining new knowledge. Providing assistance to those in need*."

4. Support in Learning English:
Student 10: "*The use of social media in learning English greatly helps me to understand the material I'm studying more quickly because they summarize it neatly and simply. Another advantage is that I can make new friends who are also learning English*."

To conclude, students emphasized various advantages associated with using social media for English language learning. These benefits include the opportunity to practice in real-life contexts, access authentic language content, engage interactively, connect with native speakers, gain exposure to cultural diversity, and expand their social networks. Recognizing these benefits underscores the potential of social media platforms to significantly contribute to the enhancement of English language learning experiences.

CHALLENGES FACED IN USING SOCIAL MEDIA FOR ENGLISH LANGUAGE LEARNING

The challenges were also acquired from interview that the students identified a range of difficulties, including issues related to network connectivity, data limitations, the distraction of entertaining content, varied English accents, and internet stability. The scrutiny of these challenges contributes to a heightened comprehension of the impediments learners confront in their endeavor to achieve proficient language acquisition via social media.

1. Network and Data Limitations:
Student 1: "*Sometimes, the network doesn't support*."
Student 2: "*My challenge is when I don't have data credit. So, I can't access the internet*."

2. Lack of Suitable Learning Resources:
Student 3: "*Lack of appropriate references or learning sources*."
Student 9: "*I've learned a lot of English from Facebook because I'm friends with foreigners there. There are new things I find on Facebook for learning English. But the difficulty I encountered on Facebook is that I find it hard to translate. I've tried using a dictionary, and I tried to translate, but it's different from what I learned on Facebook.*"

3. Affective and Distraction Factors:
Student 4: *"Sometimes, I'm more influenced by the desire to watch entertainment videos, like Indonesian comedy, rather than educational videos about English."*
Student 10: "*Common challenges I face when using social media for learning English are numerous because the platform I use is TikTok. One of them is the issue of accents. There are many sources or videos I watch that aim to help me improve my English language skills. However, as we know, there are many accents in English, such as British, American, Australian, and many more. This makes it difficult for us to learn English with*

a consistent accent. Another challenge is that other content is more captivating than educational content."

4. Internet Stability and Technical Issues:
Student 6: "*Challenges when using social media are unstable networks*."
Student 7: "*It includes limited data packages and other social media disruptions*."

In conclusion, students identified several key challenges when using social media for English language learning. These challenges encompass issues related to network connectivity, limited data access, a lack of appropriate learning references, distractions from entertaining content, variable English accents, and internet stability. Acknowledging these challenges allows for the development of strategies to mitigate their impact and promote more effective language learning through social media.

SUGGESTIONS AND SOLUTIONS TO ENHANCE EFFECTIVENESS

There are several suggestions to enhance the effectiveness of using social media that offer valuable guidance on how learners can adapt and improve their language learning experience on social media:

1. Detailed Searching
Student 3: "*Seek more detailed information*."

2. Data Accessibility:
Student 2: "*Maybe I should provide money to buy data internet*."

3. Adding Appropriate References:
Student 5: "*The suggestion is maybe to add more suitable references to facilitate learning."*

4. Focus on Educational Content
Student 1: "*Perhaps an effort should be made to focus more on educational content and not excessively watch entertainment videos to avoid wasting study time*."

5. Adaptation and Diversification
Student 5: "*If there is a problem with the internet connection, it's better to find a place with internet access. It's also beneficial to listen or learn English with different accents, as it can be helpful for communication with people from various places*."

6. Goal Setting and Effective Learning Methods
Student 6: "*Determine goals and motivation within yourself. Choose a learning method that suits your style and needs. Review your learning materials. Create summaries of what you've learned*."

7. Vocabulary Notes:
Student 10: "*Take notes of vocabulary in a small book for easy memorization*."

8. Maintain Focus and Intent

Student 3: "*The solution is to focus more on our intention to learn, so our learning is not disrupted by other distractions*."

9. Diversify Learning Sources
Student 6: "*The suggestion is to learn from various sources available on social media*."

10. Selective Learning and Direct Visits
Student 8: "*I believe the solution to address both challenges I mentioned earlier is to filter which accent you want to learn. If you want to learn the British accent, add accounts that contain British accent learning content. To reduce the appearance of more interesting content than educational content, you can directly visit accounts that contain educational videos and watch the videos posted on those accounts."*

An exploration of the suggestions and solutions proffered by the students to surmount the previously delineated challenges is undertaken. These insights furnish valuable directives on how learners can adapt and enhance their language learning experiences within the realm of social media. The recommendations put forth by the students encompass a breadth of strategic measures, including the pursuit of more exhaustive information, the amelioration of data accessibility, the incorporation of appropriate references to facilitate learning, a deliberate focus on educational content, and the diversification of learning sources. Furthermore, the counsel extends to adaptive and diversified learning approaches, goal setting, meticulous vocabulary note-taking, the maintenance of focus and intent, and the selective exploration of learning materials. The amalgamation of these articulated suggestions provides a reservoir of practical strategies conducive to the advancement of effective language acquisition endeavors on social media platforms.

CONCLUSION

The insights derived from English education students' perceptions of utilizing social media for language learning underscore a nuanced landscape of both positive and challenging facets. While the positive aspects, such as real-life practice, access to authentic content, and connections with native speakers, are evident, there exists a divergence in views regarding engagement, convenience, and cost-effectiveness. The mixed perception regarding its impact on motivation further emphasizes the intricate nature of this educational medium.

The identified challenges, ranging from distractions and language barriers to concerns about material credibility, illuminate the multifaceted nature of the experience. Notably, the positive perceptions, including maintaining focus, self-discipline, and effective time management, contribute to a more comprehensive understanding of the dynamics involved in learning English on social media. This diversity in perspectives underscores the necessity for a tailored approach in leveraging the benefits of social media for language education effectively.

Furthermore, the students' suggestions and solutions provide a valuable repertoire of strategies for mitigating challenges and enhancing the language learning experience on social media platforms. These encompass a spectrum of measures, from detailed information-seeking and improved data accessibility to a deliberate focus on educational content and the diversification of learning sources. The individualized recommendations, spanning adaptive learning approaches, goal setting, and vocabulary note-taking, offer practical avenues for

educators and learners to navigate the complexities inherent in social media-mediated language education.

In light of these findings, it is imperative for educational strategies and support systems to be crafted with a nuanced understanding of students' varying perceptions and preferences on social media. By acknowledging and integrating these insights, educators can foster an environment that maximizes the benefits of social media while addressing the unique challenges faced by English language learners, thereby contributing to the continual refinement and optimization of language education in contemporary digital landscapes.

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