

**STUDENTS' PERCEPTION ON USING SOCIAL MEDIA FOR
LEARNING ENGLISH**

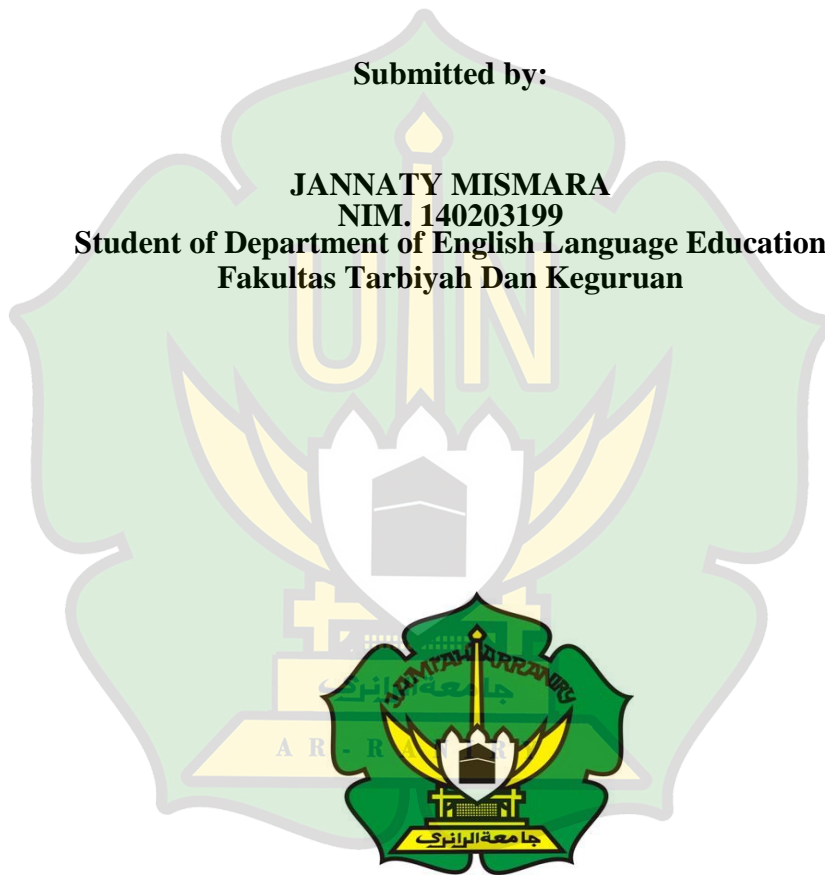
THESIS

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THESIS

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ABSTRACT

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With the world in the midst of a social media revolution, it is clear that social media such as Facebook, Twitter, Telegram, Youtube, Skype, etc. are currently highly used by students because technology has the potential to become a valuable resource to support their educational communications and collaborations. This online information sharing also promotes the development of communication skills among people, especially among students from educational institutions. Aimed to find out student perception on using social media for learning English, the current study is carried out with one research question as the focus, which is to find out how student perception on using social media for learning English. This study is based on case study approach. The data were gained from observations and interviews. The participants taking part in this study are 5 students in Ushuluddin Department of UIN Ar-Raniry. Accordingly, the researcher concludes that social media facilitate, motivate, and helpful for students in English language learning. Furthermore, students' motivation towards English language learning improved via Telegram. In addition, students had a positive attitude towards this learning model. In light of the findings of the study, it is recommended that teachers should plan learning classes that use social media as a learning platform.

Keywords: Social Media, Students' Perception, Learning, Learning English

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Jannaty Mismara

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CHAPTER I

INTRODUCTION

A. Background of Study

In the age of internet, social interaction and engagement has evolved. Social media has become an integral avenue of social interaction. Given that engagement with peers is an important component to student success in higher education, contemporary teaching methods have been adapted to include social media (Thalluri & Penman, 2015).

In Indonesia, students are very familiar with social media because it is not only used as a communication tool but also a social, work and learning need. In developing and emerging countries, many people have adopted the use of social media in the learning process. Much research has been done by a number of researchers to identify the use of technology among students, including the use of social media. With social media students can develop their knowledge of anything, including their ability to speak English, as well as to assist students in their learning process.

Online social media have captured the attention of students, teachers, educators and policymakers as an educational tool for language teaching and learning. The development and application of Web 2.0 technologies, such as blogs, online discussion boards, Flickr, YouTube, MySpace, Facebook, and others, have increased in popularity in the recent years. These new applications

allow users to interact and collaborate with one another via social media in a virtual community (AbuSa'aleek, 2015).

It has been observed that students devote more attention and time on social media. In addition, the use of social media is widely believed to enhance teaching and learning at course delivery level by providing students with interactive content and improved support services, including tutoring and feedback (Martínez, Alemán, & Wartman, 2009). Moreover, social media create another network where teachers and students do not have to impart by methods for the conventional eye to eye classroom condition. Students use social media tools for many purposes such as access to information, group discussion, resource sharing and entertainment.

This has led to speculation about students use and possible positive and negative consequences, both in the short term and in the long term. As several studies show, the interaction of social media may have positive and negative effects on students. They can offer learning flexibility, stimulate innovative ideas and enhance interpersonal relationships between students and instructors. However, these tools can have negative effects on students because they can distract their attention from the learning process, reduce their physical social interaction and be addictive.

Social media have transformed the way individuals and societies socialize and communicate with one another, social media also have transformed the method of how people share information, exchange knowledge, and learn. Several educators in the field realize that social media are powerful tools that can

transform learning, as students can use social media for learning purposes either inside or outside of the classroom. Furthermore, social media provide students with the chance to build and share knowledge with global audience beyond the walls of classrooms. They also help students improve their skills and to develop their independence. They give learners the chance to become involved in adjustable and lifelong learning, and link and communicate with other people around the world. Moreover, the students become open minded, self-directed students. Since social media has become a current phenomenon and most students use, the researcher carries out a study entitled **“Students’ Perception on Using Social Media for Learning English”**.

B. Research question

The use of social media is believed to improve teaching and learning at the level of course delivery by providing students with interactive content and improved support services, including tutoring and feedback. In addition, social media create another network in which teachers and students do not have to use conventional eye- to- eye teaching methods. Based on the background above, the researcher formulate research question; How are students’ perceptions towards using social media for learning English?

C. Research Objective

Based on the above research questions, this research aimed at finding out the first year students’ perceptions on using social media for learning English at Faculty of Ushuluddin and Philosophy at UIN Ar-Raniry Banda Aceh.

D. Terminology

There are some terms in this research that should be defined as clear as possible in order to avoid misunderstanding. The terms are:

1. Perception

The word perception comes from the Latin words perception meaning “receiving, collecting, and action of taking possession, apprehension with the mind or senses and perception is the first step in social cognition, commonly considered the first step in perception” (Derryberry & Tucker, 1994).

According to Forgas and Melamed (1976), perception is “the process of information extraction on cognitive structures and the processes that determine how humans interpret their surroundings”. Stewart, Tubbs, and Sylvia Moss (1990), agrees, “Perception is an active process as one selectively perceives, organizes and interprets what one experiences. Interpretations are based on the perceivers past experiences, assumptions about human behavior, knowledge of the others circumstances, present moods / wants / desires and expectations.”

Perception can be characterized as our acknowledgment and understanding of sensory information. Perception likewise incorporates how we react to the information. We can consider perception as a procedure where we take intangible information from our environment and utilize that information with the end goal to communicate with our environment. Perception enables us to take the tactile information in and make it into something important.

2. Social Media

Social Media is the future of communication, a countless array of internet based tools and platforms that increase and enhance the sharing of information. This new form of media makes the transfer of text, photos, audio, video, and information in general increasingly fluid among internet users (Social Media Defined, 2014). Social media refers to websites and applications that are designed to allow people to share content quickly, efficiently, and in real-time (Hudson, 2017). Social media is media for social interaction as a superset beyond social communication. Moreover, social media as a medium of promotion contributes, through its immediacy, to a healthy and direct relation between brands and their public in an online environment (Baruah, 2012).



CHAPTER II

LITERATURE REVIEW

A. Social Media

Based on Social Media Defined (2014) social media is the future of communication, a countless array of internet based tools and platforms that increase and enhance the sharing of information. This new form of media makes the transfer of text, photos, audio, video, and information in general increasingly fluid among internet users. According to Hudson (2017) social media refers to websites and applications that are designed to allow people to share content quickly, efficiently, and in real-time. Furthermore, Baruah (2012) stated that social media is media for social interaction as a superset beyond social communication. Social media as a medium of promotion contributes, through its immediacy, to a healthy and direct relation between brands and their public in an online environment. Moreover, the ability to share photos, opinions, events, etc in real-time has transformed the way we live and, also, the way we do business. In addition, the term social media refers to the use of web-based and mobile technologies to turn communication into an interactive dialogue. Social media takes on many different forms including magazines, Internet forums, weblogs, social blogs, microblogging, wikis, podcasts, photographs or pictures, video, rating and social bookmarking. With the world in the midst of a social media revolution, it is more than obvious that social media like Facebook, Twitter, Orkut, Myspace, Skype etc., are used extensively for the purpose of

communication. This form of communication can be with a person or a group of persons.

Social media is the social interaction among people in which they create, share or exchange information and ideas in virtual communities and networks . Andreas Kaplan and Michael Haenlein define social media as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of user-generated content. Furthermore, social media depend on mobile and web-based echnologies to create highly interactive platforms through which individuals and communities share, co-create, discuss,and modify user-generated content. They introduce substantial and pervasive changes to communication between organizations, communities, and individuals.

Social media has been defined as websites which allow profile creation and visibility of relationships between users (Boyd & Ellison, 2008); web-based applications which provide functionality for sharing, relationships, group, conversation and profiles (Kietzmann et al., 2011). Social media has been referred to as “social media sites” (Diga & Kelleher, 2009), or a set of information technologies which facilitate interactions and networking (Kapoor et al., 2017; Oestreicher-Singer & Zalmanson, 2013). However, there appears to be a broad agreement that Web 2.0 technologies played a significant role in the development and adoption of social media. Another definition of social media refers to “Internet-based applications built on Web 2.0, while Web 2.0 refers to a concept

as well as a platform for harnessing collective intelligence” (Huang & Benyoucef, 2013 p. 246). Social media, such as Facebook, Twitter, and LinkedIn, provide people with a pervasive network connectivity (Asur & Huberman, 2010). The term “Web 2.0” refers to the set of technologies and ideologies that enable and drive media rich content creation on the internet (Kaplan & Haenlein, 2010, as cited in Wolf, Sims, & Yang, 2018).

So from explanation above it can be concluded that social media is a collection of online platforms and tools that people use to share content, profiles, opinions, insights, experiences, perspectives and media itself. In addition social media is communication channels or tools used to store, aggregate, share, discuss or deliver information within online communities, facilitating conversations and interactions online between groups of people.

B. Kinds of Social Media

Social media can be classified into the following categories:

1. Social Networking Sites

Social networking site are online platform that allows users to create a public profile and interact with other users on the website. The term social network site broadly is used to refer to web sites that enable users to articulate a network of connections of people with whom they wish to share access to profile information, news, status updates, comments, photos, or other forms of content. Boyd & Ellison (2007) assert that SNSs have three essential components: 1) a user-constructed public or semi-public profile, 2) a set of connections to other users within the system, and 3) the a

bility to view one's own list of connections, as well the connections made by others in the system. Indeed researchers consider the public displays of connections to be a crucial feature of SNSs differentiating them from most other forms of social media (Boyd & Ellison, 2007; Donath & boyd, 2004). Beyond these basic capabilities, SNSs differ in a wide variety of ways, including how profiles are constructed (e.g., what fields are provided for users to describe themselves), how connections are made (e.g., are they reciprocal or can they be symmetric), what other communication features are available (e.g., support for private vs. public messaging), and how customizable the pages are from a "look and feel" perspective (Boyd & Ellison, 2007, as cited in Steinfield & Ellison, 2012). Social networking sites allow users to create user-generated content that is highly dynamic and changeable and is mainly characterized by the emphasis on community and collaboration. Indeed, they often contain individual profile pages that help identify the author of the post and tools, such as blogs, chats and discussion forums that enhance cooperation between peers (Peñuelas, 2013).

What makes social network sites unique is not that they allow individuals to meet strangers, but rather that they enable users to articulate and make visible their social networks. This can result in connections between individuals that would not otherwise be made, but that is often not the goal, and these meetings are frequently between "latent ties" (Haythornthwaite, 2005) who share some offline connection. On many of the large SNSs, participants are not necessarily "networking" or looking to meet new people; instead, they are primarily communicating with people who are already a part of their extended social

network. To emphasize this articulated social network as a critical organizing feature of these sites, we label them "social network sites". While SNSs have implemented a wide variety of technical features, their backbone consists of visible profiles that display an articulated list of friends who are also users of the system. Profiles are unique pages where one can "type oneself into being" (Sundén, 2003, p. 3). After joining an SNS, an individual is asked to fill out forms containing a series of questions. The profile is generated using the answers to these questions, which typically include descriptors such as age, location, interests, and an "about me" section. Most sites also encourage users to upload a profile photo. Some sites allow users to enhance their profiles by adding multimedia content or modifying their profile's look and feel. The visibility of a profile varies by site and according to user discretion. By default, profiles on Friendster and Tribe.net are crawled by search engines, making them visible to anyone, regardless of whether or not the viewer has an account. Alternatively, LinkedIn controls what a viewer may see based on whether she or he has a paid account. Sites like MySpace allow users to choose whether they want their profile to be public or "Friends only." Facebook takes a different approach—by default, users who are part of the same "network" can view each other's profiles, unless a profile owner has decided to deny permission to those in their network. Structural variations around visibility and access are one of the primary ways that SNSs differentiate themselves from each other. After joining a social network site, users are prompted to identify others in the system with whom they have a relationship. The label for these relationships differs depending on the site—popular terms

include "Friends," "Contacts," and "Fans." Most SNSs require bidirectional confirmation for Friendship, but some do not. These one-directional ties are sometimes labeled as "Fans" or "Followers," but many sites call these Friends as well (Boyd, 2006).

Social networking site provides a web-based platform for building social networks or social relations amongst people, e.g., shared interests or activities. They provide a means to interact over the internet, e-mail and now even the mobile phones. The most popular websites offering social networking currently are MySpace (started in 2003), LinkedIn (started in 2003), Facebook (started in 2004) and Twitter (started in 2006). A social networking site would allow a user to create profiles or personal homepages online and build up a social network.

2. Blogs

A **blog** is a website in the form of a diary that allows people or businesses to write regularly about topics or events that interest them. A blog is a webpage where an individual or group can share information or ideas with a large group of people via the internet. It is not uncommon for a person to start a blog and then never update it again. Some of the most successful blogs are updated on a regular basis so the followers of the blog can know when to expect new entries. Blogs cover a wide range of topics, including political issues of all kinds. A common feature to blogs is a feedback forum where, after reading an entry, people can interact with both the blog author and others who have commented. Many traditional media outlets have adopted blog-like features online in order to entice readers to continue sticking with their news or entertainment offerings. For

example, many newspaper stories end with the opportunity for readers to share their thoughts or comments about a current issue. These news stories, especially when about hot or particularly partisan political issues can lead to serious debates. Because of the contentious nature many blogs and news outlets find, it is not uncommon for a user to be required to register in order to participate (Jimmie, 2014).

Furthermore, a blog is an online journal where an individual, group, or corporation presents a record of activities, thoughts, or beliefs. there are many websites that allow users to create blogs without any paying any fee like Wordpress.com, Blogspot.com, and blogger.com. Anyone can create a blog on these websites and these blogs can be accessed by anyone by typing the web address or Uniform Resource Locator (URL). Another popular sub category of blogs is microblogging. A microblogging site is like any blog. except for it limits the number of words that can be published in one message. Twitter.com is an example of microblogging (Baruah, 2012).

3. Content Generating and Sharing Sites

Baruah (2012) states that these sites serve as sources of information for various topics. Photo-sharing sites like Flickr.com, picasaweb.google.com, Video sharing sites like youtube.com, slide sharing sites like slideshare.com, document sharing sites like docstoc.com etc all fall under this category. These sites serve as free content for all users of internet. Users can search for content,

download and use the content available on these sites without any fee. The content is also generated by the users. This type of user generated content is also known as crowdsourcing. Video and powerpoint presentation can be shared and uploaded in youtube and slideshare. This is a major advantage to most of the people who are unable to get access to the educational resources.

4. User Appraisal Sites

In discussing user appraisal sites, Baruah (2012) user appraisal sites serve as a platform for appraisals of various products and services. Though it is possible for consumers to express their view in any of the medium, user appraisal sites mainly deal with such reviews. Sites like www.mouthshut.com, www.pagalguy.com are prime examples of such websites. These websites serve as a starting point of consumer's decision making model for gathering information about products or services they are contemplating of buying. As such these sites serve as important word of mouth for consumers and a source of expressing post purchase feedback.

C. Social Media in Education

1. Learning With Social Media

With faculty using a variety of software tools and free web applications to enhance learning, communication, and engagement, the use of social media is on the rise in higher education classrooms. In addition, compared to traditional learning management system that provide few opportunities for learners to develop and maintain their own learning activities, learning platforms based on

social media place the control of learning into the hands of learners themselves (Adeyinka, 2015).

Moreover, growing number of research efforts have been made to support teaching and learning using a variety of social media tools. The research tells that making social media tools a part of traditional learning is attractive to students and can motivate their participation in the learning process. Social media handled the problem by providing information to the educators in the recent period. However, social media have helped to resolve some of these problems, by adding interactive side with a student, and make the participation of the students in the educational process which leads to an increase to attract them to clarify the reason behind the attraction educated about social media (Raut & Patil, 2016).

Social media plays a dominant role in English language learning because it provides opportunities to the English language learners to improve their writing, reading, and similarly, to read new text and phrases to improve their vocabulary. In our country teaching of English is based on two elements Viz. (a) vocabulary and (b) structure. The new techniques of teaching English as a second language are based on the belief that in the learning of a language mastery of structures is more important than acquisition of vocabulary. But we cannot learn structure in vacuum and there must be sufficient vocabulary to operate them. It thus becomes evident that for learning a language one has to master its essential vocabulary as well as its basic structure (Khan, Ayaz & Faheem 2016).

2. How Social Media Affects Students Engagement

Social media not only helps to acquire knowledge but also establishing enduring relationships with real people, connecting with fellow dorm residents through Facebook, Twitter and various social sites can help a student to overcome the kind of isolation that otherwise might lead her to leave school. Furthermore, a Twitter account can provide a shy student with information about events that facilitates face-to-face encounters with other students. Such personal interactions are vital to creating and sustaining a sense of belonging.

Using technology to accommodate students different learning styles is not novel. The strength of social media applications is that they offer an assortment of tools that learners can mix and match to best suit their individual learning styles and increase their academic success. Social media focus heavily on building online communities with common interests or activities. Social media also can help students develop leadership skills, from low-level planning and organizing to activities that promote social change and democratic engagement. Social media encourage students to engage with each other and to express and share their creativity. Such personal interactions are vital to creating and sustaining a sense of belonging. As there are positive effects of social media there are some negative effects also (Raut & Patil, 2016).

3. Positive and Negative Impact of Social Media in Education

a. Positive Impact

Social media did make the world a smaller place, now we have more information, more knowledge, and have better opportunities to use it. Social

media improved our ability to absorb information, what would have seemed to be overwhelming to someone 20 years ago is normal to us, we have an extreme ease in processing and we are evolving quickly. Following are the positive impact of social media on education:

1. Familiarity With Technology

Another positive effect of social media on students is its ability to get students, especially young students, familiar with how to use technology. Today most young people know how to upload a picture, fix minor computer problems, share links, and adjust settings. These things would have seemed impossible for older generations to learn and adapt to at the rapid pace that students are at today (Kim, 2015). Familiarity with technology also plays a big role in helping students get jobs in tech fields. With the increased focus on technology in education and business, this will help students build skills that will aid them throughout their lives. Furthermore, by spending so much time working with new technologies, students develop more familiarity with computers and other electronic devices.

2. Faster Information

Talking about positive effect of social media, it is quite easy to access information. Talents got discovered faster, students who were good at programming got their name out easily, student who were good in music, got their videos out and shared leading them to their dreams.

3. Easier Collaboration

When it comes to education, nothing has streamlined group projects and studying quite like technology. With lower commute times and easier flexibility in scheduling, social media has made it simpler and more realistic for students to work together. Students can make groups for their classes on social media like Facebook, and use integrated messaging and video chat tools to communicate long after the final bell has rung (Kim, 2015).

4. Enhance Creativity

Social media also has a positive effect on students because it provides them an outlet for their creativity. The ease and speed with which users can upload pictures, videos or stories has resulted in a greater amount of sharing of creative works. Moreover, being able to get instant feedback from friends and family on their creative outlets helps students refine and develop their artistic abilities and can provide much needed confidence or help them decide what career path they may want to pursue (Dunn, 2011).

b. Negative Impact

The prime bad effect of social media is addiction. Constantly checking Facebook, Twitter, LinkedIn other social media updates. This addiction could negatively affect other valued activities like concentrating on studies, taking active part in sports, real life communication and ignoring ground realities (Raut & Patil, 2016). In addition, there are hundreds of thousands of fake accounts on social media who are boys pretending to be girls to be friends with girls and in most cases this leads to embarrassments and disappointments which finally result in depression. If there is awareness about the risk of social media in our

community it will not lead to anything bad but there is always lack of public awareness and as mentioned above that the graph of internet users is getting higher and higher while we are still far behind in the field of education thus public awareness is very difficult in societies with lack of education. Following are the negative impact of social media on education:

1. Reduction In Real Human Contact

The more time students spend on social media, the less time they spend socializing in person. Because of the lack of body signals and other nonverbal cues, like tone and inflection, social media not an adequate replacement for face-to-face communication. Students who spend a great deal of time on social media are less able to effectively communicate in person.

2. Reduce More Personal Forms of Communication

While social media can be great for building connections, some still believe that one-on-one discussions are far better for learning, support, and even discovering the best ways to present yourself professionally. Some forms of social media may foster this kind of interaction better than others.

3. **Distraction**

Many students stick to their gadget without concentrating on their study. It is a bad idea to waste away judicious time on social media platforms without gaining anything from it. Students should not be carried away by social media platforms because it will affect their academic performance.

Moreover, students, who attempt to multi-task, checking social media sites while studying, show reduced academic performance. Their ability to concentrate on the task at hand is significantly reduced by the distractions that are brought about by YouTube, Facebook or Twitter (Raut & Patil, 2016).

4. Privacy is not maintained

The degree to which private information is available online and the anonymity the internet seems to provide has made students forget the need to filter the information they post. Many colleges and potential employers investigate an applicant's social media profiles before granting acceptance or interviews. Most students do not constantly evaluate the content they are publishing online, which can bring about negative consequences months or years down the road (Chitra, Mary, & Suganthi, 2018).

D. Social Media in Second Language

Social media is basically a media which is used through various electronic devices and rechargeable devices like mobile phone, computer, tablets, and so many other ways to facilitate the people while sharing their ideas with others in an easy and systematic way. It is used mostly for communication and awareness around the world (Khan, Ayaz, & Faheem, 2016). Social media is useful in communication and sharing of knowledge because it reach frequency usability, and facilitate the users as compare to other sources. Social media adds [an element of interactive fun](#) to the language learning equation. And when something doesn't

feel like work, we tend to apply ourselves just a little bit more-with seemingly less effort.

The growth of social media over past few years has changed the ways in which the internet is experienced by most end users. Social media is built on the idea of how people know and interact with each other. It gives people the power to share, making the world more open and connected with each other. Social networking has a vital influence on our lives as it helps a lot in every field of life such as political field, economic field and educational field (Raut and Patil, 2016).

Social media can even provide a way to hold yourself accountable. If you make a pledge to check in and report your progress, you'll be more likely to work toward the goal you've set. With others to encourage as well as pull you along, there's less of a chance you may fall behind or discard your language commitment. The group mentality works, even from a distance.

The new possibilities provided by learning in the social web, by new user-friendly platforms and by different modalities of knowledge distribution are inevitably reshaping educational settings. In fact, social media applications have developed new collaborative dimensions where information is shared, created, remixed, constantly updated and improved by the users. As a consequence, learning environments in general are influenced by these new modalities of knowledge distribution, and teaching and learning are being reframed and are taking new shapes. To begin with, users' habits suggest that in the learning domain the boundaries between learning providers and learners crumbled: learners entered the sphere of content production, which means that they could create their

contents (learner generated content) and share them in a connected intelligence process in which the individual has the feeling of belonging to a flexible community of learners without at the same time losing his autonomy (Candilio.M, 2015).

Social media plays a dominant role in English language learning because it provides opportunities to the English language learners to improve their writing, reading, and similarly, to read new text and phrases to improve their vocabulary. The new techniques of teaching English as a second language are based on the belief that in the learning of a language mastery of structures is more important than acquisition of vocabulary. But we can not learn structure in vacuum and there must be sufficient vocabulary to operate them. It thus becomes evident that for learning a language one has to master its essential vocabulary as well as its basic structure. if the structure of language is necessary and considers base for language learning then the role of vocabulary also may not be neglected. It provides the vital organs and flesh to the language. Similarly, language learning ability depends upon the improvement and development of language vocabulary (Khan, Ayaz, & Faheem, 2016).

Zheng, Yim & Warschauer (2018) contended that the notion of multiliteracies can open up new possibilities for second language teaching, especially in the area of writing. With the growing popularity of blogs, wikis, social networking sites, and cloud-based writing tools, L2 writers' digital literacy practices have become more interest-driven, purposeful, interactive, and embedded in authentic contexts. For example, social media facilitates

collaborative communication and the creation of multimodal texts, which can easily be shared in online affinity spaces where readers and writers from around the world interact. Writing via social media can provide opportunities for English learners to communicate with native English speakers and practice their written language in authentic and motivating ways.

Nowadays, writing via social media can give the benefit for L2 learners because these tools can provide students with communicative opportunities to practice their English writing in authentic and motivating ways. (Zheng, 2018). The overall ease of use and relative simplicity of certain social media tools make for low barriers of entry for a majority of students. The mobile accessibility of these online communicative technologies should also be of specific appeal. These characteristics should encourage student participation in ways that content management systems like blackboard do not ([Schirmer, 2011](#)).

A little collection of concentrates have additionally inspected the utilization of social media in K– 12 settings and observed them to be supportive of the language and education improvement of understudies, particularly English language students (Zheng, 2018). Black (2008) explored young English learners' participation in fanfiction. Net, a public online forum that many adolescents and adults use as a platform to share their fictional writing related to popular books, cartoons, comics, games, or movies. Learning English from social media can use videos, newscasts and conversations in chat groups to observe the cultural aspects of a country where a target language is spoken can be a huge advantage when it

comes to learning. Language learning is a social and interactive process so seeing, hearing and participating in things like fashion, food and the arts gives dimension to the journey, which you don't typically find between the pages of a book or in a classroom setting. Black (2008) stated that online environments can provide opportunities for practicing writing in diverse genres, and enable processes of meaning making and identity development that transcend geographic, linguistic, and cultural boundaries.

Black (2008) suggests that in interactive learning communities, all participants assume the role of both teacher and learner and, as a result, authority should not be seen as unidirectional. Though, as discussed below, teachers still need to play an active instructional role.

The second learning not only depends upon structure learning but also it greatly depends upon the development of English language vocabulary. If you have words then you may express your ideas more effectively and clearly (Khan et al., 2016). In addition, new ways to use social media in classrooms and beyond can potentially increase the motivation of second language learners to write, increase their awareness of audiences and authorship and increase their skills in literacy.

Now it is also clear from the above mentioned discussion that social media sources provide a lot of opportunities to the English language learners so that they may improve their language learning skills and competences in a systematic manner.

CHAPTER III

RESEARCH METHODOLOGY

In this research methodology contains the research design, participants, method of data collection, and the last is method of data analysis.

A. Research design

This study employed the qualitative research method with case study approach. Qualitative method was chosen because this study aims at providing an insight into the case of language learning at UIN Ar-Raniry Banda Aceh, especially how students' perception in learning English. Starman (2003) argued that case study is a qualitative study approaches that studies a single individual, group or important example to the specific case or to provide useful generalization. Therefore, the case study approach allowed the researcher to find out how students' perceptions about using social media for learning English.

B. Setting of Research

1. Place of Research

This research took place at UIN Ar-Raniry that located on Syeikh Abdur Rauf Kopelma Darussalam, Banda Aceh, Aceh province. The head of this university is Prof. Dr. H. Warul Walidin AK, MA. UIN Ar-Raniry consists of nine faculties. Each of them focuses on one specific study; Faculty of Syari'ah and Law, Faculty of Education and Teacher Training, Faculty of Ushuluddin and Philosophy, Faculty of Dakwah and Communication, Faculty of Adab and

Humaniora, Faculty of Social Science and Government, Faculty of Phsycology, Faculty of Business and Economic Islam, and Faculty of Science and Technology.

The researcher conducted this study of Faculty of Ushuluddin and Philosophy at UIN Ar-Raniry Banda Aceh. The students in this department are taught many subjects, such as; Comparative Religion, Philosophy of Religion, Sociology of Religion and so on. Discussion of religious issues at this time many use English, it has become a necessity that students from religious education need to master English as a tool to find out current religious issues and for publish the results of their thoughts and research. Regarding to that, this place is the suitable place for her to conduct the research and it also represented the population and sample in this research and it also represented the population and sample in this research. She carried out in Unit one of 2018 which consists of 30 students and started on Thursday on November 15th up to 3rd December 2018.

2. Time of Research

The study was conducted from early November up to December 2018. It consisted of interviews and multiple classroom observations for around a month. There were three meetings for conducting this study. The writer accomplished the study twice in a week. The first week were used for interview and the rest of the weeks used for classroom observation.

C. Research Participants

In this research, the researcher chose students of first year at UIN Ar-Raniry Banda Aceh as participants. This class applies social media in the outside

of the classroom in learning English. They use Telegram as a discussion platform. In discussion group, they learn about tenses, grammar, and how to make sentence in English properly. Moreover, students active asking questions that related to materials that provided by lecturer in the group chat on Telegram. Thus, the sample of the research is purposive sampling. Purposive sampling is composed of individuals or groups that provide information. According to Patton (1990) says purposive sample is “a central essential os issues to the purpose of the research”. Moreover, the researcher took five students to be interviewed as they can give relevant answer to the research question.

A. Techniques of Data Collection

To obtain the data, the writer used two techniques of data collection. Since the study is a case study, therefore the writer use in-depth interview technique as the primary technique and then it is followed by classroom observation for a validity check. The purpose of collecting data is to acquire information related to question posed in chapter one.

1. Interview

Interview is a data collection technique by way of interviewing selected individual as a respondent. Furthermore, it is a direct face to face attempt to obtain reliable and valid measures in the form of verbal responses from one or more respondents. In-depth interview is a process to obtain information for the purpose of research by face to face questioning between the interviewer and informant or interviewee, with or without the use of interview guide.

Interview can be divided into three categories. First, structured interview is an interview that has a set of questions and all participants would be asked with the same question. Second, semi-structured is an interview that has closed-ended question. The question will be asked based on the context of the participant's responses. Third, unstructure interview is natural interview, it means interviewer makes conversation with the participant and ask the general questions or spontaneous questions, based on their situation (Zhang & Wildemuth, 2009).

In this research, semi-structured interview were chosen as an interview method. The researcher chosen this type of interview because the questions can be developed base on the participant's answers and their current situation. Interview was applied in collecting the data about students' perceptions on using social media for learning English. The researcher interviewed five students in different times. The researcher expected to collect the deep information based on interview questions. The interview was done face to face and relax that the students able to answer the questions in calm.

The questions in interview consisted of seven questions. Some of the questions are created by researcher and guided by advisor II, Mr. Rahmat Yusny M. TESOL to make the questions suitable and appropriate to the condition and location of the research. The aims of this technique was to collect data and information about students' perception on using social media for learning English. The questions are listed in appendix.

2. Observation

Observation is needed to make the data stronger. The subject of observation was students. The observation is used to get the data about how students perception in learning English, specifically by using social media. Moreover, observation is a data collection technique used to collect research data through observation and sensing. There are three statements that written in observation checklist. The entire statements were about using social media or things that related to social media. The observation checklist is set in a table listed in appendices.

B. Techniques of Data Analysis

In this study, the researcher uses qualitative research which method is conveyed in narrative analysis to describe and interpret the result of qualitative data. Data gathered using interview and observation were analyzed qualitatively in narrative way. In analyzing the interview data, the researcher attempts to identify any information gained as the result of interview by interpreting the narrative summaries of what respondents done.

1. Interview

The result of interview was analyzed based on what the students said about their perception on using social media for learning English. From the conclusion it can be got about the description of the students' perception on using social media for learning English of first year students at UIN Ar-Raniry Banda Aceh.

2. Observation

The researcher conducted the observation with two ways, they were direct observation and indirect observation. In the direct observation, the researcher involve his self in the midst of the objects being studied. But, in the indirect observation, the researcher did not involve his se lf in the midst of the objects being studied. The researcher did the observation in the classroom. The object of observation in this research was five students of first year at UIN Ar-Raniry Banda Aceh. It aimed to observe what the students did with social media and other activities related to social media. The researcher listed three objects of observation with ‘’Active – Passive’’ options, and the whole matter totalling 3 options. Active here means students become much more active by asking questions rather than listening to the lecturer silently. Passive here means students are passive recipients and listening to what lecturer says in the group chat on Telegram. The lecturer give the the questions or statements on group chat. Therefore, the observation checklist had the different result between one and another. Aspects assessed when making these observations were:

- a) Students motivation on using social media in learning English
 - Asking questions
 - Identify words meaning use a dictionary
- b) Students reaction on using social media in learning English
 - Enthusiastic
 - A bit bored
- c) Student interestedness on using social media in learning English
 - Interested
 - Disinterested

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. The Analysis of Observation

The researcher applied observations in two ways: direct observation and indirect observation. Direct observations were carried out on November 15th up to 3rd December 2018 when researcher conducted the research in Faculty of Ushuluddin and Philosophy, taught by Mr. Sayed Rizky Yusriansyah, M. Ed. In addition, from this observation the researcher found that the results indicated the positive results where the lecturer always provide topics for discussion and followed by clear guidance in doing it. In addition, social media also established communication between the students and lecturer both in discussion and assignments.

Furthermore, along with direct observation, the researcher also conducted research indirectly. Observation were carried out on Telegram, which taught by Mr. Sayed Rizky Yusriansyah, M. Ed. Observation form that applied was the same as the format applied in direct observation. The results obtained were similiar to the results of direct observation in which the whole answer to yield positive results.

B. The Analysis of Interview

In this section, the researcher would elaborate the data analysis from the interview. The writer conducted the interview two times for Faculty of Ushuluddin and Philosophy students for two days. The questions were addressed to five students. All of questions in this interviews were related to students'

perceptions on using social media for learning English. Furthermore, semi-structured interview was employed in this study in order to find deeper information related to students' perception on using social media for learning English. Based on the interview, it is found that the results were varied. Moreover, to gain deeper information, the interview was carried out in *bahasa* by the researcher. The researcher addresses seven main questions for students to get the information about their perception on using social media for learning English.

1. Participants knowledge about learning English using social media.

In interview, the researcher asked the participants if they ever heard about learning English on using social media. The points of the participants are similiar. Most of students have heard about learning English on using social media. Students replied that:

"Sering sih dengar, cuma kayak baru ngehnya sekarang, pakainya baru sekarang." (INT1-01)

"Pernah, cuma pakainya baru sekarang." (INT2-02)

"Pernah. Di kampus pun pakai Telegram." (INT3-03)

"Pernah, dah biasa, sebab dalam kelas pun bapak guna. Bapak apply Telegram dan Duolingo." (INT4-04)

"Pernah." (INT5-05)

From the information above, the researcher perceived that every student has the same perceptions that they have already heard about using social media in learning English. All participants stated that they already heard about the use of social media in learning English.

2. The benefits that participants get after learning English using social media.

Most of students get the benefits on using social media in learning English. The answers are various. Some students think that social media give them the benefits in gaining new vocabulary. Unlike the rest of students, there is one student who reacted negatively.

"Lebih cepat nangkapnya, lebih praktis gak ribet." (INT1-01)

"Lebih mudah, lebih cepat." (INT2-02)

"Lebih cepat paham, praktis, kalau buka kamus kan lama." (INT3-03)

"Banyak vocab baru yang didapat." (INT4-04)

"Tidak juga, tergantung dosennya. Kalau dia ajarin tepat, ada manfaat. Kalau dia ajarin gak tepat, gak dapat manfaat juga." (INT5-05)

From explanation above we can conclude that not all students agree if social media provide them the benefits in learning English. Most of the participants stated that social media provide them the benefit, and one of the benefit is simple and understand. One student thinks there is little benefit on using social media for learning English.

3. Social media help participants improving their English learning in classroom and at home.

Most of the participants said that social media can improve their English learning in the classroom and at home. Most of them responded that social media help them improving their English in classroom and at home. But only one participant stated that Google is easier than social media because Google provide more hadist so the participant can easily get it.

"Meningkatkan pembelajaran bahasa Inggris, baik dirumah maupun di kampus." (INT1-01)

<i>"Iya membantu meningkatkan pembelajaran bahasa Inggris, karena kita bisa langsung buka."</i>	(INT2-02)
<i>"Iya, mampu meningkatkan pembelajaran bahasa Inggris"</i>	(INT3-03)
<i>"Iya, membantu sangat."</i>	(INT4-04)
<i>"Saya lebih suka pakai Google. Kalau di rumah pun saya lebih sering pakai buku. Apa yang ada di app (aplikasi) pun saya print and study balik, saya gak fokus kalau pakai app (aplikasi)."</i>	(INT5-05)

The repondents answers above if they have different opinios. Four participants said that if social media very helpful for them in learning English. One participant perceived that social media can not help in learning English.

4. Social media motivated students in learning English.

In contrast, there were several students who were really motivated in learning English on using social media. Some participants, however, stated that they do not feel really motivated because they have their own opinions. Their answers are varies. The participants stated that:

<i>"Iya sangat termotivasi dan lebih semangat karena menggunakan bahasa inggris."</i>	(INT1-01)
<i>"Enggak, biasa aja. Karena kalau kita mau belajar dimana aja bisa."</i>	(INT2-02)
<i>"Iya termotivasi dan lebih enak, lebih enteng, kalau buka buku ribet."</i>	(INT3-03)
<i>"Bagi saya oke saja pakai media sosial. Kalau saya lebih termotivasi bila ada cik (guru). Mau pakai media sosial atau buku lebih bagus bila ada cik (guru)."</i>	(INT4-04)
<i>"Biasa aja. Tergantung dosen. Dulu saya pakai app (aplikasi) tapi gak minat belajar. Tapi kalau Mr.Rian bisa menarik minat untuk belajar, tergantung dosen."</i>	(INT5-05)

The answer that answered by participants are varies. From the information above only three participants said that social media can motivate them on using

social media in learning English. But two of participants said that social media do not motivate them much.

5. The most used social media that participants used for learning English.

Here are participants answer about the most used social that they use to learn English. Most of the participants said that they chose telegram. Unlike the rest of participants, there are two participants who chose Instagram and Youtube, and their answers are varies.

“Instagram, saya melihat banyak captions dan membuat saya penasaran jadi kalau ada arti enggak tau saya mencari apa artinya.” (INT1-01)

“Telegram, karena cuma itu grupnya.” (INT2-02)

“Telegram, karena itu udah di tentukan sama Mr.Rian.” (INT3-03)

“Telegram.” (INT4-04)

“Sebenarnya saya memilih Youtube. Youtube ada yang ngomong jadi kita bisa ikut. Saya kalau baca dalam bahasa Inggris bisa tapi gak tau pronounciationnya gimana.” (INT5-05)

From the informations above, most of participants choose Telegram as a facilitator in learning English. They chose Telegram because in that platform their lecturer applied it in the classroom. In addition, one participant choose Instagram and one student choose Youtube.

6. What participants learn and how they learn on social media.

The participants answer below will show their perception what they did and how they learn English by using social media. Most of the participants learn about vocabulary, grammar and sentences. Students stated that:

“Sering melihat captions yang berbahasa Inggris, jadi kalau arti yang gak tau bisa dicari di kamus, dan juga saya follow (INT1-01)

artis luar negeri jadi bisa baca captions dalam bahasa Inggris.”

“Belajar tenses yang diajarkan sama dosen melalui Telegram.” (INT2-02)

“Banyak tau kosakata, grammar, bisa cari tau vocab yang gak tau.” (INT3-03)

“Kalau macam kami kan IAT (Ilmu Al-Qur'an dan Tafsir), di Telegram ada satu chat room untuk hadist, one day one hadist. Jadi disitu saya boleh baca banyak dalam bahasa Inggris, saya boleh tambah bahasa Inggris saya, saya boleh belajar hadist.” (INT4-04)

“Di Telegram belajar grammar, belajar noun yang diajarkan sama Mr. Rian.” (INT5-05)

Based on the participants response, they learn vocabulary by reading the captions on social media, there are a lot of captions that written in English. Furthermore, in sentencess, some participants also see the captions in English so they know how to build up the sentencess. Moreover, some participants learn grammar which taught by the lecturer in a group chat on Telegram.

7. Social media facilitates learning English in classroom.

Some participants agreed that social media facilitated them in learning English in classroom. Only few participants offered negative responses. Here are their statements.

“Iya karena lebih sering, lebih praktis. Kalau buku lebih ribet. Karena ini jaman milenial jadi bagusnya pakai media sosial.” (INT1-01)

“Iya sangat memfasilitasi pembelajaran bahasa Inggris. Kalau buka media sosial gak harus nulis lagi, langsung Mr tu koreksi disitu terus. Belajarnya efektif karena gak capek.” (INT2-02)

“Sangat memfasilitasi karena udah mencakup banyak hal.” (INT3-03)

“Tidak juga, sebab pakai buku pun bisa.” (INT4-04)

“Tidak juga. Saya lebih suka duduk di depan jumpa sama dosennya langsung dan harus ada sourcenya.” (INT5-05)

In responding the last questions, the participants give different opinion. They point out some weaknesses regarding using social media to facilitate learning English in classroom. Large number of participants said that social media facilitates learning English in classroom. Consequently, social media could offer good feedback from students to facilitate learning English in classroom during learning process.

C. Discussion

The purpose of this study is to find out students' perception on using social media for learning English. To collect the data, the researcher distributed questionnaire and conducted interview to students. The research question of this thesis is how student perception on using social media for learning English.

The analysis of interview shows positive response according to the students. Based on the results of interview, it can be seen that most of students give positive response about using social media for learning English. Social media have many functions for students. As individuals see reaction to their online social presence, students will notice that online interaction allows them to feel more open about thoughts, opinions, and inquiries. Most of students get the benefit after learning English on using social media because they think that social media improve their vocabulary and easy to understand.

Some students response that social media help them in learning English. A large number of students prefer use Telegram to learn English because their lecturer applied it in the outside of the classroom. Some students learn about vocabulary and building sentences on social media. Most of students agreed

that social media facilitated them in learning English. In accessing social media, furthermore, most of students stated that they checked social media every morning to see if there is a notification or not. Some of them can not access social media because they do not have any data plan so they can not accessed it. The desireness of using social media of students is above average because they check it almost everyday. Social media allow students to seek information or share ideas, and often in line with information sharing, students can also offer opinions or consider the opinions of others through social media. In addition, they use social media not only to learn English but also to communicate, to text to each other, to share moments, or even to upload some pictures. Most of students can find entertainment through such sites.

The results is also strengthened by in-depth interview result. It is found that there were few students who had negative perceptions on using social media for learning English. They think that social media do not motivated them in learning English. Some participants stated that they social media has no precise resources as books so they prefer to chose books over social media. Others stated that they prefer to learn English in sitting in classroom so they get focus in learning process.

Despite social media has many benefit and the participants agreed to use to in the classroom, yet the participants think that social media has some weaknesses such as they get easily distracted when using social media. As seen in chapter two, Raut & Patil (2016) states that checking social media sites while studying, show reduced academic performance. Their ability to concentrate on the

task at hand is significantly reduced by the distractions that are brought about by YouTube, Facebook or Twitter.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this section, the researcher would like to draw some conclusions. As already mentioned in the first chapter of this thesis, the aim of this study were to find out the perception of students on using social media for learning English. The above discussion has evaluated the perception of the first year of Faculty of Ushuluddin and Philosophy students at UIN Ar-Raniry on using social media for learning English. Here, the researcher would like to conclude the data obtained in the previous chapters.

This research has shown that the majority of students in this study perceived that social media has many advantages because social media allow them to connect with their friends easily, to discuss common interest, to share ideas, and most of them feel entertain enough through this site. Moreover, there are many functions that student get in using this site. Furthermore, they can use social media for learning English to improve their vocabulary and building sentences in English. Most of students agreed that social media facilitated them in learning English. In addition, in accessing social media, most of students stated that they checked social media on their daily basis, but some of them can not access social media because they do not have any data plan so they can not access it. Despite social media has many benefits and most of students use it, social media has some weaknesses for them such as they get easily distracted on their study.

Finally, in regarding of the data which have been analyzed, the researcher concluded that using social media as additional support for learning English bring positive impact to the students. Furthermore, students motivation towards English language learning improved via Telegram. In addition, the students positively agree to apply social media as a tool for learning English. Hence, the positive perceptions of the students show the potential on using social media as additional support for learning English in order to increase students' abilities in English language learning.

B. Suggestion

The researcher would like to give some suggestions for English instructors and the next researcher. Social media could be helpful for students in English language learning. In addition, students had a positive attitude towards this learning model. The researcher hopes that this research helps the next researcher to do the research on the same case about students' perception especially about using social media for learning English or at least, this research can be a reference or a source to the next researcher to do their research.

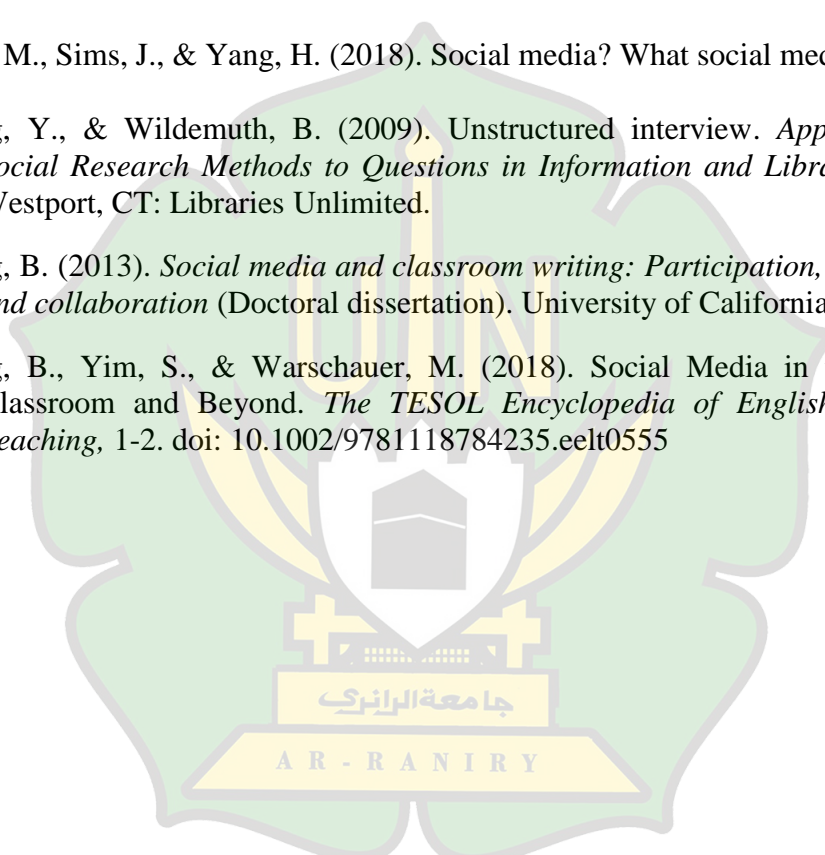
Based on the conclusion above, the researcher hopes that this research can be continued by other researcher to study deeper into this research. Furthermore, the researcher suggest investigating the student-teacher relationship in applying social media in language learning. Moreover, the researcher suggest investigating the possibilities of using social media for improving the English skills.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-6693/UN.08/FTK/KP.07.6/06/2018
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Mei 2018
- MEMUTUSKAN**
- Menetapkan** :
PERTAMA : Menunjuk Saudara:
1. Dr. Maskur, M.A
2. Rahmat Yusny, M. TESOL
Untuk membimbing Skripsi :
Nama : Jannaty Mismara
NIM : 140203199
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Perception on Using Social Media for Learning English
Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
- KEDUA** : Pembiasaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2018;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 26 Juni 2018
An. Rektor
Dekan,



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 11846 /Un.08/TU-FTK/ TL.00/11 /2018

06 November 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Jannaty Mismara
N I M : 140 203 199
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl. Syiah Kuala, No.57, Lamdingin, Banda Aceh

Untuk mengumpulkan data pada:

Fakultas Ushuluddin dan Filsafat UIN Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Students' Perception on Using Social Media for Learning English

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,
M. Said Farzah Ali



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS USHULUDDIN DAN FILSAFAT**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
<http://ar-raniry.ac.id/fakultas/3/fakultas-ushuluddin-dan-filsafat>

Nomor : B-251/Un. 08/FUF.TU/PP.00.9/01/2019
Lamp : -
Hal : Penelitian Ilmiah Mahasiswa

29 Januari 2019

Yth :
Dekan Fakultas Tarbiyah dan Keguruan
(FTK) UIN Ar-Raniry
di -
Tempat

Assalamu'alaikum Wr.Wb.

Dengan hormat,

Menjawab surat Sdr. No. B-11646/Un.08/TU-FTK/TL.00./11/2018, tertanggal 06 November 2018, mengenai permohonan Izin Penelitian, maka dengan ini kami memberikan izin kepada:

Nama : Jannaty Mismara
NIM : 140203199
Semester : IX (Ganjil)
Program Studi : Pendidikan Bahasa Inggris (PBI)

untuk melakukan penelitian di Fakultas Ushuluddin dan Filsafat UIN Ar-Raniry Banda Aceh, dalam rangka penyelesaian penulisan Skripsi yang berjudul "Students' Percetion on Using Social Media for Learning English".

Demikian surat keterangan ini kami perbuat agar dipergunakan seperlunya.



an. Dekan .
Kabag. Tata Usaha,

Syarbini

INSTRUMENTS

Observation List

No .	List of Observation		Active	Passive
1.	Students motivation on using social media in learning English	Asking questions		
		Identify words meaning use a dictionary		
2.	Students reaction on using social media in learning English	Enthusiastic		
		A bit bored		
3.	Student interestedness on using social media in learning English	Interested		
		Disinterested		

Note:

Active = Students become much more *active by asking questions* rather than listening to the lecturer silently in a group chat.

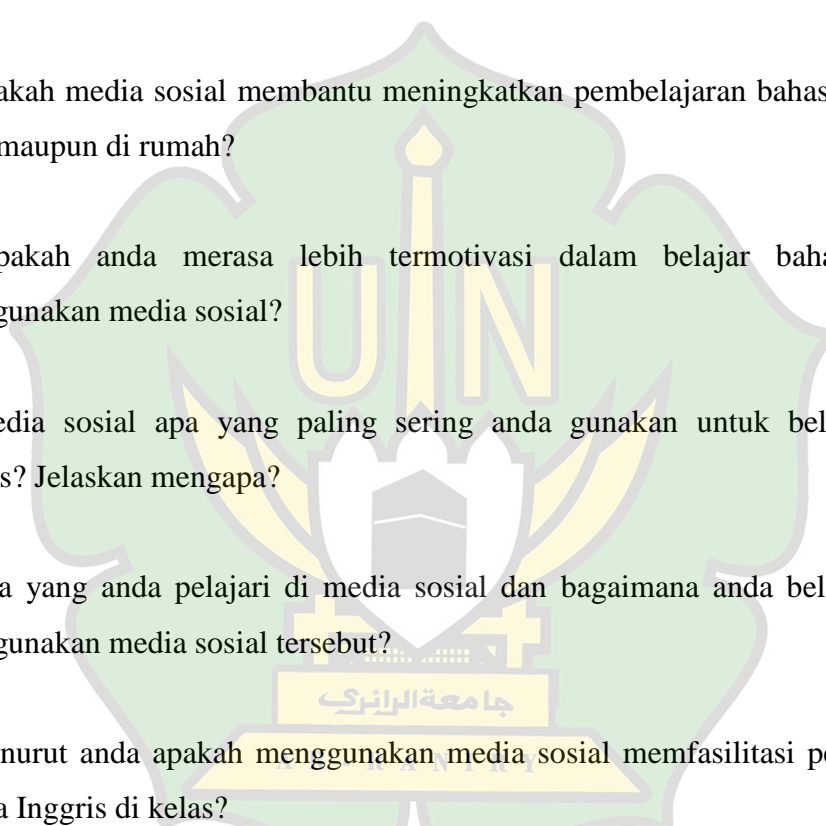
Passive = Students are passive recipients and just listening to what the lecturer says in a group chat.

Nama:

Nim :

No	Questionnaire	Persetujuan		
		Ya	Netral	Tidak
1.	Apakah anda suka menggunakan media sosial untuk belajar bahasa inggris?			
2.	Menurut anda apakah media sosial dapat meningkatkan kemampuan bahasa inggris anda?			
3.	Menurut anda apakah menggunakan media sosial dalam belajar bahasa Inggris benar-benar sesuai untuk Anda?			
4.	Menurut anda apakah media sosial mudah digunakan untuk mendukung pembelajaran terutama dalam belajar bahasa inggris?			
5.	Menurut anda apakah menggunakan media sosial untuk mendukung pembelajaran bahasa inggris adalah ide yang bagus?			

INTERVIEW GUIDANCE

1. Pernahkah anda mendengar tentang belajar bahasa Inggris menggunakan media sosial?
 2. Menurut anda manfaat apa yang anda dapatkan setelah belajar bahasa Inggris menggunakan media sosial?
 3. Apakah media sosial membantu meningkatkan pembelajaran bahasa Inggris di kelas maupun di rumah?
 4. Apakah anda merasa lebih termotivasi dalam belajar bahasa Inggris menggunakan media sosial?
 5. Media sosial apa yang paling sering anda gunakan untuk belajar bahasa Inggris? Jelaskan mengapa?
 6. Apa yang anda pelajari di media sosial dan bagaimana anda belajar dengan menggunakan media sosial tersebut?
 7. Menurut anda apakah menggunakan media sosial memfasilitasi pembelajaran bahasa Inggris di kelas?
- 

Transcript Interview

Respondent 1 (INT1-01)

Q: Assalamu'alaikum.

A: Wa'alaikumsalam.

Q: Bagaimana kabarnya?

A: Alhamdulillah baik.

Q: Apakah hari ini anda ada buka media sosial?

A: ada, setiap pagi ada sekali, cek notif (notifikasi).

Q: Apakah anda punya media sosial?

A: Punya.

Q: Apakah anda aktif di media sosial?

A: Tergantung, kalau ada paket aktif. Kalau gak ada paket gak aktif. Tergantung waktunya juga.

Q: Menurut anda apakah media sosial itu bagus untuk belajar?

A: Bagus, karena lebih praktis, lebih mempermudah untuk belajar.

Q: Apakah media sosial itu platform untuk chatting aja atau bisa digunakan untuk pembelajaran?

A: Bisa untuk chatting dan bisa digunakan untuk pembelajaran.

Q: Belajar bahasa inggris pakai media sosial apa?

A: Telegram

Q: Pernahkah anda mendengar tentang belajar bahasa Inggris menggunakan media sosial?

A: Sering sih dengar, cuma kayak baru ngehnya sekarang, pakainya baru sekarang.

Q: Menurut anda manfaat apa yang anda dapatkan setelah belajar bahasa Inggris menggunakan media sosial?

A: Lebih cepat menangkapnya, lebih praktis gak ribet.

Q: Apakah media sosial membantu meningkatkan pembelajaran bahasa Inggris di kelas maupun di rumah?

A: Iya, mampu meningkatkan pembelajaran bahasa Inggris, baik di rumah maupun di kelas.

Q: Apakah anda merasa lebih termotivasi dalam belajar bahasa Inggris menggunakan media sosial?

A: Iya sangat termotivasi dan lebih semangat karena menggunakan bahasa Inggris.

Q: Media sosial apa yang paling sering anda gunakan untuk belajar bahasa Inggris? Jelaskan mengapa?

A: Instagram, saya melihat banyak captions dan membuat saya penasaran jadi kalau ada arti enggak tau saya mencari apa artinya.

Q: Apa yang anda pelajari di media sosial dan bagaimana anda belajar dengan menggunakan media sosial tersebut?

A: Sering melihat captions yang berbahasa Inggris, jadi kalau ada vocab yang gak tau arti bisa dicari di kamus, dan juga saya follow artis luar negeri jadi bisa baca

captions dalam bahasa Inggris.

Q: Menurut anda apakah menggunakan media sosial memfasilitasi pembelajaran bahasa Inggris di kelas?

A: Iya karena lebih sering, lebih praktis. Kalau buku lebih ribet. Karena ini jaman milenial jadi bagusnya pakai media sosial.

Q: Kendala apa saja yang anda temukan selama pakai media sosial untuk belajar bahasa Inggris?

A: Gak ada kendala, tergantung niat. Kalau niatnya belajar ya fokus belajarnya.



Respondent 1 (INT1-01)

Q: Assalamu'alaikum.

A: Wa'alaikumsalam.

Q: How are you doing?

A: I am good, thanks.

Q: Do you open social media today?

A: Yes, I check it every morning

Q: Do you have social media?

A: Yes, I have.

Q: Do you active on social media?

A: Depends on data plan and depends on timing too.

Q: Do you think that social media is good for learning?

A: Yes that is good because it is applicable, and easier to learn.

Q: Does social media a platform for chatting or can it be used for learning?

A: I think it can be used for both of them.

Q: What kind of social media that you use in learning English?

A: Telegram.

Q: Have you ever heard about learning English on using social media?

A: I have heard it for several times but I just realized it now.

Q: What benefits that you get after learning English on using social media?

A: It is easy to understand and simple.

Q: Does social media help in improving your English learning in the classroom and at home?

A: Yes, it can improve my English skills ability better, I can study at home, at school or wherever I want persistently.

Q: Do you feel more motivated in learning English on using social media?

A: Yes, social media made me highly motivated and more enthusiasm in learning English. Everyone in that group chat on Telegram should use English and it stimulate my brain to use English as well.

Q: What is the most used social media that you use to learn English? Explain why?

A: Instagram, I saw many captions in English and that makes me curious to find out the meaning of the captions.

Q: What did you learn and how you learn with that social media?

A: I always see captions on Instagram post that written in English, if I do not know the meaning I will find it out by using dictionary. Moreover I follow some international artist on Instagram so I can read their captions in English.

Q: Do you think that using social media facilitates learning English in the classroom?

A: Yes because it is simpler than books.

Q: What obstacles do you find on using social media in learning English?

A: There is no obstacles that I find so far. It all depends on my intention.

Respondent 2 (INT2-02)

Q: Assalamu'alaikum.

A: Wa'alaikumsalam.

Q: Bagaimana kabarnya?

A: Alhamdulillah baik.

Q: Apakah hari ini anda ada buka media sosial?

A: Gak ada.

Q: Kenapa?

A: Karna gak ada paket.

Q: Apakah anda punya media sosial?

A: Punya.

Q: Apakah anda aktif di media sosial?

A: Gak tentu, kadang kadang aja buka media sosial.

Q: Menurut anda apakah media sosial itu bagus untuk belajar?

A: Bagus untuk belajar tapi jangan berlebihan kali.

Q: Apakah media sosial itu platform untuk chatting aja atau bisa digunakan untuk pembelajaran?

A: Bisa untuk belajar juga, bisa juga untuk sharing sharing bahan gitu

Q: Belajar bahasa inggris pakai media sosial apa?

A: Telegram

Q: Pernahkah anda mendengar tentang belajar bahasa Inggris menggunakan media sosial?

A: Pernah, cuma pakainya baru sekarang.

Q: Menurut anda manfaat apa yang anda dapatkan setelah belajar bahasa Inggris menggunakan media sosial?

A: Lebih mudah, lebih cepat.

Q: Apakah media sosial membantu meningkatkan pembelajaran bahasa Inggris di kelas maupun di rumah?

A: Iya membantu meningkatkan pembelajaran bahasa Inggris, karena kita bisa langsung buka.

Q: Apakah anda merasa lebih termotivasi dalam belajar bahasa Inggris menggunakan media sosial?

A: Enggak, biasa aja. Karena kalau kita mau belajar dimana aja bisa.

Q: Media sosial apa yang paling sering anda gunakan untuk belajar bahasa Inggris? Jelaskan mengapa?

A: Telegram, karena cuma itu grupnya.

Q: Apa yang anda pelajari di media sosial dan bagaimana anda belajar dengan menggunakan media sosial tersebut?

A: Belajar tenses yang diajarkan sama dosen melalui Telegram.

Q: Menurut anda apakah menggunakan media sosial memfasilitasi pembelajaran bahasa Inggris di kelas?

A: Iya, karena kalau buka media sosial itu gak harus nulis lagi, langsung Mr tu koreksi disitu terus. Belajarnya efektif karena gak capek.

Q: Kendala apa saja yang anda temukan selama pakai media sosial untuk belajar

bahasa Inggris?

A: Sejauh ini gak ada kendala.



Respondent 2 (INT2-02)

Q: Assalamu'alaikum.

A: Wa'alaikumsalam.

Q: How are you doing?

A: I am doing good, thanks.

Q: Do you open social media today?

A: No, I do not.

Q: Why?

A: I do not have any data plan.

Q: Do you have social media?

A: Yes, I have.

Q: Do you active on social media?

A: Not really, sometimes I open it, sometimes I do not.

Q: Do you think that social media is good for learning?

A: I think that is good for learning but that is not good if we use it continuously.

Q: Does social media a platform for chatting or can it be used for learning?

A: It can be used for chatting and for learning too.

Q: What kind of social media that you use in learning English?

A: Telegram

Q: Have you ever heard about learning English on using social media?

A: Yes, I have. But I apply it now.

Q: What benefits that you get after learning English on using social media?

A: It is easier and faster to understand.

Q: Does social media help in improving your English learning in the classroom and at home?

A: It can improve my English skill because I can open it easily without take many efforts.

Q: Do you feel more motivated in learning English on using social media?

A: Just so so, I think. If we want to learn English it can be anywhere, not just on social media.

Q: What is the most used social media that you use to learn English? Explain why?

A: Telegram, I join group on Telegram and that group for English discussion.

Q: What did you learn and how you learn with that social media?

A: We learn about tenses which taught by our lecturer on Telegram.

Q: Do you think that using social media facilitates learning English in the classroom?

A: Yes because I do not have to write anymore, if I do some mistakes in writing sentences, our lecturer corrected it right away.

Q: What obstacles do you find on using social media in learning English?

A: So far there are no obstacles.

Respondent 3 (INT3-03)

Q: Assalamu'alaikum.

A: Wa'alaikumsalam.

Q: Bagaimana kabarnya?

A: Alhamdulillah kabar baik.

Q: Apakah hari ini anda ada buka media sosial?

A: Ada, ada buka Ig (Instagram) dan Fb (Facebook).

Q: Apakah anda punya media sosial?

A: Punya.

Q: Apakah anda aktif di media sosial?

A: Aktif.

Q: Menurut anda apakah media sosial itu bagus untuk belajar?

A: Kalau untuk belajar bagus, bagus kali.

Q: Apakah media sosial itu platform untuk chatting aja atau bisa digunakan untuk pembelajaran?

A: Bisa digunakan untuk belajar, bisa juga untuk chatting. Dua duanya bisa.

Q: Belajar bahasa inggris pakai media sosial apa?

A: Telegram, karena udah dipatok (ditentukan) sama Mr. Rian.

Q: Pernahkah anda mendengar tentang belajar bahasa Inggris menggunakan media sosial?

A: Pernah. Di kampus pun pakai Telegram.

Q: Menurut anda manfaat apa yang anda dapatkan setelah belajar bahasa Inggris menggunakan media sosial?

A: Lebih cepat paham, praktis, kalau buka kamus kan lama.

Q: Apakah media sosial membantu meningkatkan pembelajaran bahasa Inggris di kelas maupun di rumah?

A: Iya, mampu meningkatkan pembelajaran bahasa Inggris, baik dirumah maupun di kelas.

Q: Apakah anda merasa lebih termotivasi dalam belajar bahasa Inggris menggunakan media sosial?

A: Iya termotivasi dan lebih enak, lebih enteng, kalau buka buku ribet.

Q: Media sosial apa yang paling sering anda gunakan untuk belajar bahasa Inggris? Jelaskan mengapa?

A: Telegram, karena udah di tentukan sama Mr. Rian.

Q: Apa yang anda pelajari di media sosial dan bagaimana anda belajar dengan menggunakan media sosial tersebut?

A: Sangat memfasilitasi karena udah mencakup banyak hal.

Q: Menurut anda apakah menggunakan media sosial memfasilitasi pembelajaran bahasa Inggris di kelas?

A: Sangat memfasilitasi karena udah mencakup banyak hal.

Q: Kendala apa saja yang anda temukan selama pakai media sosial untuk belajar bahasa Inggris?

A: Sejauh ini kendalanya terganggu karena ketika belajar masuk notif jadi pingin buka apa.

Respondent 3 (INT3-03)

Q: Assalamu'alaikum.

A: Wa'alaikumsalam.

Q: How are you doing?

A: I am good, thank you.

Q: Do you open social media today?

A: Yes, I open Instagram and Facebook today.

Q: Do you have social media?

A: Yes, I have.

Q: Do you active on social media?

A: Of course I highly active on social media.

Q: Do you think that social media is good for learning?

A: I think that is quite good for learning.

Q: Does social media a platform for chatting or can it be used for learning?

A: It can be used for learning and it can be used for chatting as well.

Q: What kind of social media that you use in learning English?

A: Telegram, it is determined by Mr. Rian.

Q: Have you ever heard about learning English on using social media?

A: I heard about it and I use Telegram.

Q: What benefits that you get after learning English on using social media?

A: It is simple, easier and faster to understand

Q: Does social media help in improving your English learning in the classroom and at home?

A: Of course, it can improve my ability in learning English.

Q: Do you feel more motivated in learning English on using social media?

A: Absolutely yes, I feel motivated in learning English on using social media. It is simple, easy to use and easy to access by everyone.

Q: What is the most used social media that you use to learn English? Explain why?

A: Telegram, because our lecturer, Mr. Rian, applied it in our class.

Q: What did you learn and how you learn with that social media?

A: I learn about vocabulary and grammar on Telegram. I read some sentences that written in English so from that I get new vocabulary and improve my comprehension in grammar.

Q: Do you think that using social media facilitates learning English in the classroom?

A: Yes it facilitates learning because it is all good and it is all there.

Q: What obstacles do you find on using social media in learning English?

A: I get easily distracted in my study when notifications appear during learning process.

Respondent 4 (INT4-04)

Q: Assalamu'alaikum.

A: Wa'alaikumsalam.

Q: Bagaimana kabarnya?

A: Saya sehat, baik.

Q: Apakah hari ini anda ada buka media sosial?

A: Ada, cuma sekejap aja.

Q: Apakah anda punya media sosial?

A: Iya, punya.

Q: Apakah anda aktif di media sosial?

A: Aktif.

Q: Menurut anda apakah media sosial itu bagus untuk belajar?

A: Bagus untuk belajar sebab banyak maklumat (manfaat) kita boleh dapat dari media sosial.

Q: Apakah media sosial itu platform untuk chatting aja atau bisa digunakan untuk pembelajaran?

A: Bagi saya bukan untuk chatting aja, sebab banyak maklumat (manfaat) saya boleh dapat di media sosial, jadi kita boleh gunakan (maklumat) bukan untuk chatting aja. Belajar, banyak kita boleh dapat di media sosial.

Q: Belajar bahasa inggris pakai media sosial apa?

A: Telegram

Q: Pernahkah anda mendengar tentang belajar bahasa Inggris menggunakan media sosial?

A: Pernah, dah biasa, sebab dalam kelas pun bapak guna. Bapak apply Telegram dan Duolingo.

Q: Menurut anda manfaat apa yang anda dapatkan setelah belajar bahasa Inggris menggunakan media sosial?

A: Banyak vocab baru yang di dapat.

Q: Apakah media sosial membantu meningkatkan pembelajaran bahasa Inggris di kelas maupun di rumah?

A: Iya, membantu sangat.

Q: Apakah anda merasa lebih termotivasi dalam belajar bahasa Inggris menggunakan media sosial?

A: Bagi saya oke saja pakai sosmed. Kalau saya lebih termotivasi bila ada cik (guru). Mau pakai sosmed atau buku lebih bagus bila ada cik (guru).

Q: Media sosial apa yang paling sering anda gunakan untuk belajar bahasa Inggris? Jelaskan mengapa?

A: Telegram

Q: Apa yang anda pelajari di media sosial dan bagaimana anda belajar dengan menggunakan media sosial tersebut?

A: Kalau macam kami kan IAT (Ilmu Al-Qur'an dan Tafsir), di Telegram ada satu chat room untuk hadist, one day one hadist. Jadi disitu saya boleh baca banyak dalam bahasa Inggris, saya boleh tambah bahasa Inggris saya, saya boleh belajar hadist.

Q: Menurut anda apakah menggunakan media sosial memfasilitasi pembelajaran

bahasa Inggris di kelas?

A: Tidak juga, sebab pakai buku pun bisa.

Q: Kendala apa saja yang anda temukan selama pakai media sosial untuk belajar bahasa Inggris?

A: Sejauh ini tidak ada kendala, lebih semangat.



Respondent 4 (INT4-04)

Q: Assalamu'alaikum.

A: Wa'alaikumsalam.

Q: How are you doing?

A: I am good, thanks.

Q: Do you open social media today?

A: Yes, but just a quick.

Q: Do you have social media?

A: Yes, I have.

Q: Do you active on social media?

A: Yes of course.

Q: Do you think that social media is good for learning?

A: It is good because there are many benefits that we get from social media.

Q: Does social media a platform for chatting or can it be used for learning?

A: For me, social media not only used for chatting but also for learning because there are many benefits that I get on using social media.

Q: What kind of social media that you use in learning English?

A: Telegram.

Q: Have you ever heard about learning English on using social media?

A: Yes, I have, our lecturer use it in the outside of the classroom.

Q: What benefits that you get after learning English on using social media?

A: On using social media I get new vocabulary everyday.

Q: Does social media help in improving your English learning in the classroom and at home?

A: Yes, it is very helpful.

Q: Do you feel more motivated in learning English on using social media?

A: Yes, it is good, it is okay to use social media. But for me, I feel more motivated if there is a lecturer right in front of me. It does not matter if we use book or social media in learning English but it is better in learning English in the classroom which taught by lecturer.

Q: What is the most used social media that you use to learn English? Explain why?

A: Telegram

Q: What did you learn and how you learn with that social media?

A: On Telegram we use a chatroom for discussing about Islamic topic in English.

Q: Do you think that using social media facilitates learning English in the classroom?

A: Not really, we can use book as well.

Q: What obstacles do you find on using social media in learning English?

A: So far there are no obstacles, I more enthusiasm in learning English.

Respondent 5 (INT5-05)

Q: Assalamu'alaikum.

A: Wa'alaikumsalam.

Q: Bagaimana kabarnya?

A: Kabar baik, Alhamdulillah.

Q: Apakah hari ini anda ada buka media sosial?

A: Ada, tapi gak lama.

Q: Apakah anda punya media sosial?

A: Punya.

Q: Apakah anda aktif di media sosial?

A: Gak terlalu aktif, jarang bukanya.

Q: Menurut anda apakah media sosial itu bagus untuk belajar?

A: Sebenarnya lebih baik buku karna buku kana da rujukannya gitu, kalau di media sosial kita gak tau rujukannya itu apa benar atau enggak. Kalau berbicara tentang ketepatan rujukannya itu tidak ada rujukan yang tepat.

Q: Apakah media sosial itu platform untuk chatting aja atau bisa digunakan untuk pembelajaran?

A: Bisa keduanya. Tapi biasanya kalau menggunakan media sosial untuk belajar itu terganggu. Mostly daripada student yang dalam kelas Mr. Rian waktu latihan dia buka WA (WhatsApp). Waktu masuk notification terganggu.

Q: Belajar bahasa inggris pakai media sosial apa?

A: Telegram

Q: Pernahkah anda mendengar tentang belajar bahasa Inggris menggunakan media sosial?

A: Pernah.

Q: Menurut anda manfaat apa yang anda dapatkan setelah belajar bahasa Inggris menggunakan media sosial?

A: Saya lebih suka pakai Google. Kalau di rumah pun saya lebih sering pakai buku. Apa yang ada di app (aplikasi) pun saya print and study balik, saya gak fokus kalau pakai app (aplikasi).

Q: Apakah media sosial membantu meningkatkan pembelajaran bahasa Inggris di kelas maupun di rumah?

A: Biasa je. Tergantung dosen. Dulu saya pakai app (aplikasi) tapi gak minat belajar. Tapi kalau Mr Rian bisa menarik minat untuk belajar, tergantung dosen.

Q: Apakah anda merasa lebih termotivasi dalam belajar bahasa Inggris menggunakan media sosial?

A: Biasa aja. Tergantung dosen. Dulu saya pakai app (aplikasi) tapi gak minat belajar. Tapi kalau Mr. Rian bisa menarik minat untuk belajar, tergantung dosen.

Q: Media sosial apa yang paling sering anda gunakan untuk belajar bahasa Inggris? Jelaskan mengapa?

A: Sebenarnya saya memilih youtube. Youtube ada yang ngomong jadi kita bisa ikut. Saya kalau baca dalam bahasa inggris bisa tapi gak tau pronounciationnya gimana.

Q: Apa yang anda pelajari di media sosial dan bagaimana anda belajar dengan menggunakan media sosial tersebut?

A: Di Telegram belajar grammar, belajar noun yang diajarkan sama Mr. Rian.

Q: Menurut anda apakah menggunakan media sosial memfasilitasi pembelajaran bahasa Inggris di kelas?

A: Tidak juga. Saya lebih suka duduk di depan jumpa sama dosennya langsung dan harus ada sourcenya.

Q: Kendala apa saja yang anda temukan selama pakai media sosial untuk belajar bahasa Inggris?

A: Kendalanya terganggu, ada notif (notifikasi), jadi mau buka apa notifnya.



Respondent 5 (INT5-05)

Q: Assalamu'alaikum.

A: Wa'alaikumsalam.

Q: How are you doing?

A: Alhamdulillah, I am doing good.

Q: Do you open social media today?

A: Yes, but not so long.

Q: Do you have social media?

A: Yes, I got it.

Q: Do you active on social media?

A: Not too active, I rarely open it.

Q: Do you think that social media is good for learning?

A: Actually, because of the accuracy of the references it is better using book in learning instead of using social media.

Q: Does social media a platform for chatting or can it be used for learning?

A: Can be used for both. But sometimes students get easily distracted on using social media in their study. Most of students in Mr. Rian class they open WhatsApp in learning process.

Q: What kind of social media that you use in learning English?

A: Telegram.

Q: Have you ever heard about learning English on using social media?

A: Yes, I have ever heard about that.

Q: What benefits that you get after learning English on using social media?

A: Not really, I think there is just a little benefits.

Q: Does social media help in improving your English learning in the classroom and at home?

A: Actually, I like Google more than social media in learning English because google is easier than social media.

Q: Do you feel more motivated in learning English on using social media?

A: Not really, depend on the lecturer. Actually I have used an application but I am not interested in studying. But Mr. Rian could attach student in learning English.

Q: What is the most used social media that you use to learn English? Explain why?

A: I prefer used Youtube than Telegram, it easier to help me to imitate native speaker. I can see how they pronounce it and then I imitate it from the native speaker, Youtube helps me a lot.

Q: What did you learn and how you learn with that social media?

A: We learn about grammar, noun and sentence on Telegram which taught by our lecturer, Mr. Rian.

Q: Do you think that using social media facilitates learning English in the classroom?

A: I don't think so, I prefer to sit in front of a lecturer instead of watching on a screen. Moreover, I think books are much more better if we want to learn something.

Q: What obstacles do you find on using social media in learning English?

A: I get easily distracted in my study when there is notification appears on my phone and I want to open that.



DOCUMENTATION

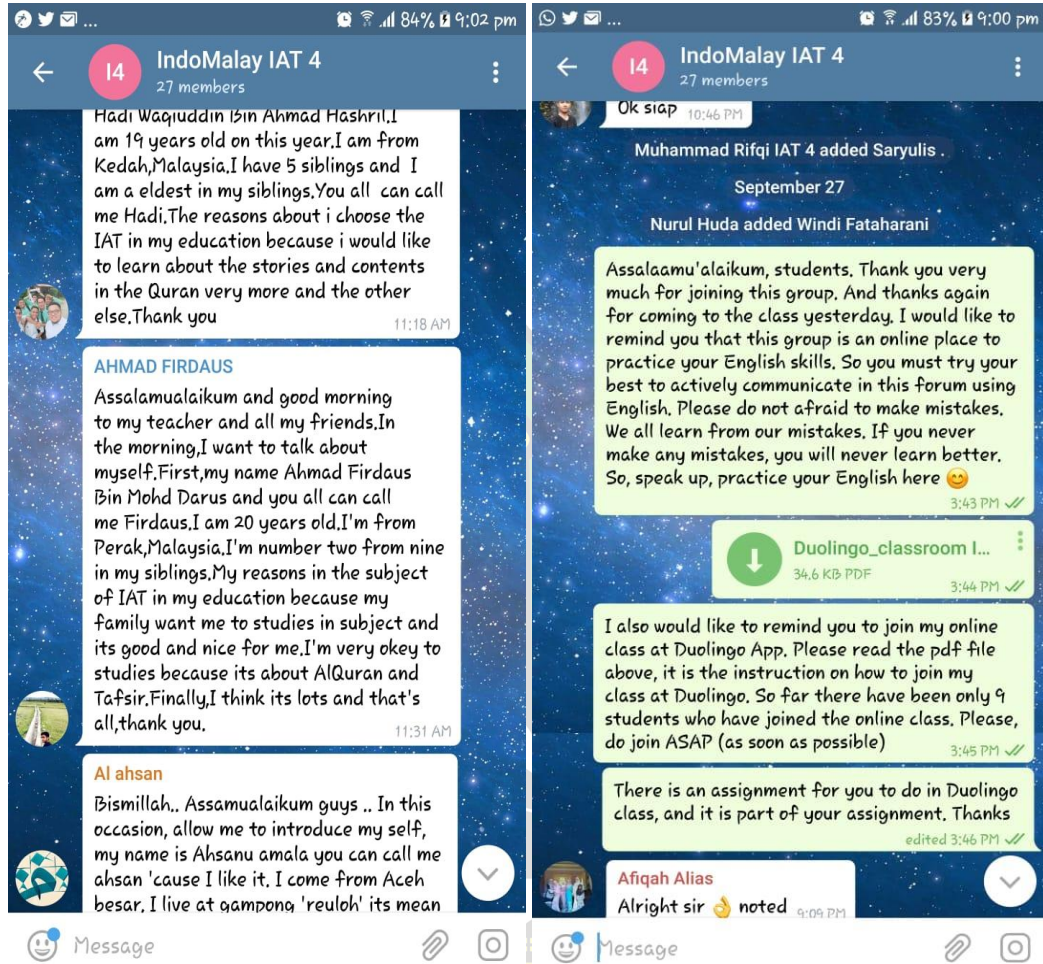
1. Direct Observation



The researcher gave questionnaire to the students.

2. Indirect Observation

Students' Interaction With The Lecturer on Telegram



3. Interview



Respondent 1 (INT1-01)

The researcher interviewed the first interviewee.



Respondent 2 (INT2-02)

The researcher interviewed the second interviewee.



Respondent 3 (INT3-03)

The researcher interviewed the third interviewee.



Respondent 4 (INT4-04)

The researcher interviewed the forth interviewee.

AUTOBIOGRAPHY

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Banda Aceh, 23 Januari 2019

Jannaty Mismara