

**STUDENTS' PERCEPTION TOWARD THE USE OF SOCIAL MEDIA IN
LEARNING VOCABULARY AT SMA AL-KHAIRAAT PALU**



A THESIS

*Presented as Fulfillment of the Requirements for obtaining a bachelor's degree at
the Department of English Tadris Study, Teacher Training and Tarbiyah Faculty,
State Islamic University (UIN) Datokarama Palu*

By

MUHAMMAD ZIDAN

NIM. 18.1.16.0002

STATE ISLAMIC UNIVERSITY (UIN) DATOKARAMA PALU

TEACHER TRAINING AND TARBIYAH FACULTY

ENGLISH TADRIS DEPARTMENT

2023

STATEMENT OF AUTHENTICITY

I hereby declare that this thesis entitled: “*Students’ Perception toward The Use of Social Media in Learning Vocabulary in SMA Al Khairaat Palu*” has been officially approved as my work. It has not been and will not be submitted in whole or part to another University/Institute for the award of any other degree. Suppose later if this thesis is fabricated either in whole or in part. In that case, I declare that I must comply with the university's rules and regulations and abide by the university's laws and regulations. I must be ready for all the consequences after that due to this misconduct.

Palu, 20 March 2022 M
28 Sya’ban 1444 H

Yours Sincerely

Muhammad Zidan

NIM. 18.1.60002

APPROVAL PAGE

A thesis entitled “Students Perception toward The Use of Social Media in Learning Vocabulary at SMA Al Khairaat Palu” written by **Muhammad Zidan**, NIM. 18.1.6.0002, a student of English Tadris Study Program, Faculty of Tarbiyah and Teacher Training. after having thorough observation and careful correction, each supervisor and examiner decides that the thesis has met all the requirements needed and therefore it can be submitted as a thesis.

Palu, 20 March 2023 M
28 Sya’ban 1444 H

Approved by:

Supervisor I

Supervisor II

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19696215199203 1 013

Muhammad Syafri, M.Pd.
NIP. 19930803201903 1 004

LEGALIZATION

A thesis by **MUHAMMAD ZIDAN**, NIM. 18.1.16.0002 entitled **“Students Perception toward The Use of Social Media in Learning Vocabulary at SMA Al Khairaat Palu”** which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 11th April 2023 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadrīs Study Program.

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The 1 st Examiner	Drs. Hj. Muhammad Ihsan, M.Ag.	
The 2 nd Examiner	Ana Kuliahana, S.Pd., M.Pd.	
The 1 st Supervisor	Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.	
The 2 nd Supervisor	Muhammad Syafri, M.Pd.	

Approved by:

Faculty of Tarbiyah and Teacher Training
Dean,

English Tadrīs Study Program
Head,

Dr. H. Askar, M.Pd.
NIP. 19670521199303 1 005

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196960215199203 1 013

ACKNOWLEDGEMENT



This thesis is entitled “*Students’ Perception Toward The Use of Social Media in Learning Vocabulary at SMA Al-Khairaat Palu*”. This thesis presented as partial fulfillment of the requirements for the bachelor's degree of English Tadris Department faculty of Tarbiyah and Teacher Training at State Islamic University Datokarama Palu.

Thank you for the support and guidance from some people both morally and materially, that made the researcher finally faced and overcome the difficulties and obstacles in order for this thesis could be completed, and may Allah SWT always protect and bless you. In this section the researcher would to like express her deepest appreciation to the following people:

1. The researcher's parent, Abdurrahman, Who gives support and prayers for the researcher's success in the study.
2. Prof. Dr. H. Sagaf S. Pettalongi, M.Pd, as the rector of State Islamic University (UIN) Datokarama Palu, along with the element of leadership, who have encouraged and gave policies to the researcher in a various way.
3. Dr. H. Askar, M.Pd, as the dean of Faculty of Tarbiyah and Teacher Training for approving this thesis.
4. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D, as dean of English Tadris Program, and Hijrah Syam S.Pd., M.Pd, as secretary of English Tadris Program and staff. Who give great and valuable advice, support, and direction to the researcher during his study in UIN Datokarama Palu.
5. Drs. Hj. Muhammad Ihsan, M.Ag., as the first examiner and Ana Kuliahana, S.Pd., M.Pd., as the second examiner, thank you for the guidance and the support for the researcher to be motivated.
6. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D, as the first advisor. And Muhammad Syafri, S.Pd., M.Pd., as the second advisor. Thank you for the guidance, dedication, correction, support and patience for guiding the researcher in completing this thesis.
7. Dra.Hj. Sakinah as the headmaster of SMA Al-Khairaat Palu for facilitating the researcher in collecting data.

8. I Ketut Budiayasa, S.Pd., M.Pd., for helping the researcher in conducting the research.
9. The eleventh grade students of SMA Al-Khairaat Palu (XI. IPA and XI. IPS) for their participation during research.
10. All of lecturers of the English Tadris Program, who gave support, motivation, and background knowledge during the researcher study at UIN Palu.
11. The researcher's beloved cousins, who always give support, care, and helping the researcher in the process of completing this thesis.
12. The researcher's friends, Aldi Setiawan, S.Pd., and Meta Restiawati, S.M., M. Kom., for helping and giving support to the researcher.

The researcher realizes this thesis still has many mistakes. Therefore, constructive criticisms and suggestions will be highly appreciated. Hopefully, this thesis can be used as a stepping stone for E-learning improvement. Especially for researcher and students/researcher who carry out the thesis as well as teachers and students that needed references and info about E-learning.

Palu, 20 March 2022 M
28 Sya'ban 1444 H

Yours Sincerely

Muhammad Zidan

NIM. 18.1.16.0002

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ABSTRACT

Name : Muhammad Zidan

NIM : 181160002

Thesis Title : Students' Perception toward the Use of Social Media in Learning Vocabulary at SMA Al Khairaat Palu

The objective of this research was to investigate students' perception about the use social media in learning vocabulary from eleventh grade students of SMA Al-Khairaat Palu.

This research used descriptive research with qualitative method. The sample of this research was conducted for the eleventh-grade students of SMA Al-Khairaat Palu that consisted of 55 students which only took 5 students sample as the representation.

In the procedure of collecting data, the researcher used a Semi-Structured interview as an instrument to collect data. This interview was used and recorded so the interviewee could express more information in their perception about social media in learning vocabulary.

The researcher was interviewing students in class directly. The researcher during the interview asked the questions directly towards the interviewee, so students will answer the question directly in an unlimited time frame, the answers is recorded and then analyzed by using method triangulation data, which were transcribing, coding and interpreting.

The results show from the students that learning vocabulary in social media was easier, fun and more effective, despite of the way they learnt was by incidental, they believed that social media was the interesting media in learning English vocabulary regardless of the disadvantages of social media.

CHAPTER I

INTRODUCTION

A. Background

Currently, vocabulary development in English as a Foreign Language (EFL) is becoming simple in comparison in the olden days. The reason for this is because the EFL learners are easy to access online sources. As a foreign language learner, there are several online language learning platforms, which are worldwide and convenient to the EFL learners. They may find these platforms helpful to get information.¹

Vocabulary mastery to EFL learning is one of the most crucial parts in language learning and it is seen as one of the important tools for EFL learning. Learning vocabulary is an integral part of language pedagogy and it is indispensable part of language learning. For this reason, learning and teaching vocabulary must be carried out in a proper way.²

As a main core for any language learning, vocabulary is apparently the most challenging and time-consuming aspect of EFL learners. It requires consistency to develop even after the mastery of pronunciation, orthography, and basic grammar. Vocabulary plays a decisive role in developing reading and other language skills among non-native learners.

¹ Blood R, Weblogs., *A history and perspective*. (Rebecca's Pocket, 2005) 7(9). Dyrud, M. A., Worley, R. B., & Flatley, M. E., *Blogging for enhanced teaching and learning* (Business Communication Quarterly, 2004) 68(1), 77-80., Kajder, S., & Bull, G., *A Space for "Writing Without Writing*. (Learning & Leading with Technology, 2004) 31(6), 32-35.

² Alqahtani, M., *The importance of vocabulary in language learning and how to be taught*. *International Journal of Teaching and Education Vol. III* (2005), pp. 21-34.

It is obligatory to know that vocabulary learning is determined by the number of use and exposure to various situations, scenarios, forms and context. It means that learning EFL vocabulary necessitates plenty and continuous exercises and exposures to the target language. Nonetheless, because of nature, social media platforms offer their users different reasons for use, ranging from study to work or entertainment, there is no general linguistic discourses, and the users' purpose for using the social media platforms themselves are based on different context.³

Social media is difficult to define since it is such a complicated medium that is still rapidly growing and changing. Social media once may only include electronic mail (e-mail) and similar communication methods. Today, it also includes video telephony and avatars in virtual chat rooms and surroundings.⁴ The combination of web-based and mobile programs and offers that allow users to engage in online activities including creating content, joining groups, exchanging information, and engaging with others are referred to as social media.⁵

According to those experts, users can create profiles via which they can connect with people and send or receive instant messages. Users can also proportionate and submit data in particular forms, including textual contents, audios, images, videos, and links to other sources. These different formats might may fulfill all beginner needs and motivate them to increase their progress in language learning, including vocabulary, since they possess unique characteristics

³ Scmitt N, *Vocabulary in English Teaching*, Cambridge: (Cambridge University Press, 2000)

⁴ Michael Dewing, *Social Media: An Introduction (Vol.1)*. (Ottawa ON: Library of Parliament Ottawa, 2010) 3

⁵ *Ibid*

of learning methods, such as being visual or auditory beginners.⁶

Platforms on social media are considered to be useful tools for language acquisition. Social media has a greater learning impact than traditional learning when it comes to learning a second or foreign language. However, there are drawbacks to using social media for vocabulary development, such as the possibility of offending other social media users if improper language is employed. Additionally, overusing internet slang like IRL (in real life), LOL (laugh out loud), and other abbreviation will significantly impact official or traditional English vocabulary.⁷

In this context, social media nowadays is necessary for students' needs, especially for educational purposes. According to some students of SMA Al-Khairaat Palu, social media has a massive impact in their life, especially lifestyle and education. Moreover, social media affects the students' learning progress. Based on the pre-observation, the researcher found that English the major problem of in students at SMA Al-Khairaat Palu in learning English, covering different aspects such as vocabulary, listening, speaking and other skills. The other problem faced by students is the limited time allocation provided in the K13 curriculum, from four hours per week to two hours.

Social media has become our lifestyles, and there are mixed perspectives on the effectiveness of social media in enhancing and widening English skills. Research must be finished to find out the perception of students toward social media

⁶ *Ibid*

⁷ JD Jimma, *Language of social media: Examination of English as a Lingua Franca in social media*. (University of Iceland School of Humanities Department of English, 2017).1 32.

in improving vocabulary. Based on the background, the researcher is encouraged to conduct a research about the perception of students' towards social media in SMA Al-Khairaat Palu.

B. Research Problem & Research Objectives

Based on the identified problem, the research questions are as follows:

1. How do the students use social media to improve their vocabulary mastery at SMA Al-Khairaat Palu?
2. What are the students' perceptions about social media in learning vocabulary at SMA Al-Khairaat Palu?
3. What are the impacts of social media toward students' vocabulary development at SMA Al-Khairaat Palu?

And also based on the researcher questions above, the research objectives cover the following aspects:

1. To investigate the students' ways of using social media in improving their vocabulary mastery at SMA Al-Khairaat Palu.
2. To obtain depth understanding of the students' perception about social media in learning vocabulary at SMA Al-Khairaat Palu.
3. To discover positive and negative impacts of social media toward students' vocabulary development at SMA Al-Khairaat Palu.

C. Significance of the Research

This research is expected to give significant contribution on this research

for several reasons: First, the students, which are the main EFL learners, are the main objects of the research in order to gain information regarding to their perception about social media to learn vocabulary. Second, the teacher, also known as a media validator. The last, educational stakeholder, especially in the curriculum and student field. Those are the crucial points of learning goals.

D. Outline of the Research

These content outlines aim to explain the discussion of each chapter of this thesis

Chapter 1 introduction, which contains background, research problems & research objectives, significance of the research and outline of research.

Chapter 2 literature review, which contains previous research, theoretical descriptive that divided into 4 sub chapters; perception, vocabulary learning, incidental & intentional vocabulary learning and social media. and theoretical framework.

Chapter 3 approach and design research, which contains research method, presence of the researcher, setting of the research, subject of the research, source of data and research instrument and data analysis.

Chapter 4 research findings, which contains research findings and discussion.

And chapter 5 conclusion, which contains conclusion, research implication and other researcher.

CHAPTER II

REVIEW OF LITERATURE

A. Previous of Study

The first research was conducted by Risma Galuh Pitaloka Fahdin from English department of state Islamic institute (IAIN) of Kediri entitled “Students’ Perception towards the Use of Tik-Tok”. Fahdin’s study discussed about the students’ perception on the usage of TikTok as their media in improving vocabulary. The researcher found the main reason of students’ difficulties in understanding English was because they did not understand the meaning of the word. Thus, the researcher introduced the students to the TikTok contents, which contained English material content. By providing them a TikTok content, students were easy to understand the context in reading, writing, listening and even speaking.

Fahdin’s study applied descriptive qualitative research, which provided a survey by applying online questionnaire as an instrument. Students showed positive feedback of utilizing TikTok as their language learning media. Finally, the researcher concluded that using TikTok as the media for learning language could be considered as a one of the best medias to learning English vocabulary.⁸

The second research by Amin Ali Al Mubarak from Al Imam Al Mahdi University entitled “Sudanese Students’ Perception of Using Facebook for Vocabulary Learning at University Level”. The researcher aimed to explore the perception of Sudanese students toward the use of Facebook for vocabulary

⁸ Risma Galuh Pitaloka Fahdin, Students’ Perception Toward The Use of Tik-Tok in Learning English Vocabulary, English Department of State Islamic Institute (IAIN) of Kediri, Indonesia (2020)

learning. A lot of research had been done on the use of innovative methods for learning foreign languages. However, Facebook's role in this context was rarely explored, culminating in this particular piece of work.

In the 2016-2017 academic year, 100 of first year students and second year students, who have a Bachelor's degree in English from AL Imam AL Mahdi University, were selected to participate in this study. Quantitative research methods were used to get an overall picture of engagement with each platform. The result showed that the students had a positive view of using Facebook to learn vocabulary. Students also expressed their Facebook support in learning new things through useful information on the site. This paper concluded that Facebook was a potential platform for improving the vocabulary of college students.⁹

The third research from Saudi Arabia with the title "Saudi's Students Attitude toward Using Social Media to Support Learning" by Hanan Ahmad Aifan from King Abdu-Aziz University, Jeddah. In his research, Aifan observed how students of Saudi Arabia reacted to social media as a learning media in this century. Studies provided the evidence that social media provided a promising improvement for collaboration and cooperation in project-based learning. This research investigated factor and barriers the attitudes towards social media in King Abdul Aziz University, Saudi Arabia, with depth understanding when and how social media used as support learning.

Within five hundreds and ten students, which divided 214 male and 296 female, the researcher also used the descriptive qualitative data to find the answers

⁹ Amin Ali Al-Mubarak, Sudanese Students' Perceptions of Using Facebook for Vocabulary Learning at University Level, Al Imam Al Mahdi University, Sudan (2017)

from students regarding how impactful social media in their learning life. It discovered the positive and negative perceptions from the students in King Abdul Aziz University, which majority of them supported the use of social media in learning process. However, some of them did not support to the method due the religion reasons. As a conclusion, this research had discovered how students in Saudi Arabia, especially in King Abdul Aziz University, about viewed the social media as learning tool.¹⁰

The forth research came from Rizky Kurniawan from Semarang State University in 2019 entitled “The Role of Social Media towards the English Vocabulary Acquisition for the Students of SMK N 7 Semarang”. The purpose of this research was to describe the role of social media in students’ English vocabulary acquisition and to describe the relation to their respective social media use. The researcher used the study case method, which used the descriptive qualitative research. The data required for this study were obtained from questionnaires and vocabulary tests. Data collected from the questionnaires were analyzed using the data percentage method and the social media activity taxonomy. These methods were done in order to classify the students based on their social media activeness.

On the other hand, the collected data from the vocabulary test were analyzed using data mean method to find out the average score of students in vocabulary and the comparison between their social media activeness and vocabulary score average. According to the survey, there was a different in score between students

¹⁰ Hanan Ahmad Aifan, Saudi Students’ Attitude Toward Using Social Media to Support Learning, King Abdul Aziz University, Jeddah (2015)

in various social media activeness. Most students were able to get better vocabulary score than those with the lower social media activeness, although there were some students with lower social media activeness that could achieve better score than those who were highly active. The condition showed that social media had their role in students' vocabulary acquisition. As the researcher, Kurniawan suggested that both EFL teachers and students to try to use social media as the media of language learning.¹¹

The fifth research was from Zahirah Zainal and Noor Hanim Rahmat entitled "Social Media and Its Influence on Vocabulary and Language Learning: A Case Study". Zainal and Rahman said social media is an important medium of communication and used by all generations. Besides being used as a tool of communication, institutions had integrated social media such as Twitter, Facebook, and YouTube as learning tools to deliver new information and connect with students. The popularity that social media had gained over the years became a discussion whether social media platforms were effective teaching and learning tool.

Zainal's and Rahmat's study attempted to seek the influence of social media on English vocabulary development among students in public and private universities in Malaysia. This study also aimed to explore the influence of social media in language learning skill. Besides, this study investigated how these platforms gave positive and negative influence on language learning. Data and responses for this study were obtained from questionnaires. The questionnaire data

¹¹ Rizky Kurniawan, *The Role of Social Media towards the English Vocabulary Acquisition for the Students of SMK 7 Semarang*, Semarang State University (2019)

were analyzed quantitatively using SPSS. The findings revealed that social media sparked language learning interest among English learners.¹²

The last research was conducted by Muhammad Ali As-Saggaf, Tharshana Prabakaran and Ali Hadi Al-Aidaros entitled “Perception of Students from BTESL towards Enhancing Vocabulary through Social Media in MSU”. Vocabulary is fundamental and one of the important components in acquiring a second language. The implementation of various platforms and applications in carrying a lesson was another way or substitute towards enhancing the students’ vocabulary knowledge. The current study aimed to investigate the perceptions of students from Bachelor in Teaching English as a Second Language (BTESL) towards Enhancing Vocabulary through Social Media in Management and Science University (MSU), Malaysia. Another aim of this study was to examine the differences in the perceptions of the BTESL students in enhancing vocabulary through social media according to the year of study.

This research involved 263 BTESL students consisting of 78.1% of Female respondents and 21.9% of Male respondents. Quantitative research was used in this study by using a survey method for the data collection. The questionnaire was created after reviewing the existing related literature and the draft was given to the experts in the field of Linguistics. The data was tabulated in the SPSS software and it was interpreted through descriptive analysis. The findings affirmed that majority of the students gained enhancing vocabulary through social media positively. This

¹² Zahirah Zainal, Noor Hanim Rahman, Social Media and Its Influence on Vocabulary and Language Learning: A Case Study, Universiti Teknologi MARA (UiTM)Shah Alam, Malaysia (2020)

research was observed that there were differences in the students' perceptions according to the year of study. Thus, this study provided pedagogic implications to foster the teaching and learning processes based on the 21st century learning.¹³

From the previous studies above, this research will focus on the perception of students about how social media affect them in learning language. The research has done the pre-observation and found out most students are active on social media, whether it is for study purpose or daily usage. Thus, the researcher initiates to find out not only the positive impact, also the negative one and how the students use social media to improve their vocabulary mastery. The case study method, which is descriptive qualitative, will be used as the research method.

In this chapter, the researcher reveals some theories that support the discussion of this research. This chapter contains two major sections, theoretical description and theoretical framework. Theoretical description shows the theories and principles related to vocabulary theory, social media and English teaching media (ETM). Theoretical framework covers the synthesis of relevant theories that help the research to answer the research questions.

No	Author	Research Work	Similarity(s)	Difference(s)	Rework
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¹³ Muhammad Ali As-Saggaf, Tharshana Prabakaran, Ali Hadi Al- Aidaros, Perception of Students from BTEFL Towards Enhancing Vocabulary through Social Media in MSU, Management Science University, Malaysia, Ministry of Education, Yemen (2021)

1	Risma Galuh Pitaloka Fahdin (2020)	Students' Perception toward The Use of Tiktok	To discover the perception of students about social media and applying the same research method.	The previous chose Tiktok, while the current research used Instagram and Tiktok	The researcher found an inspiration through Risma's research by discovering students' point of view about learning vocabulary by social media especially students in Palu.
2	Amin Ali Al-Mubarak (2017)	Sudanese Students' Perception of Using Facebook for Vocabulary Learning at University Level	Both aimed to explored the students' perception in learning vocabulary in certain social media	<ul style="list-style-type: none"> - The previous research was using Facebook as a learning media and the current used Instagram and Tiktok - The previous applied quantity method as a reseach method, whereas the current used qualitative especially in descriptive qualitative research. 	This research applied a different method to find what in students' perception towards learning vocabulary in social media.

3	Hanan Ahmad Aifan (2015)	Saudi's Students Attitude toward Using Social Media to Support Learning	<ul style="list-style-type: none"> - Both researcher used the same research method, which is Descriptive qualitative research - Both research observed the positive and negative impact of social media in learning vocaulary. 	<ul style="list-style-type: none"> - Previous research took university students as an object research, whereas this research took high school students as an object research. 	<ul style="list-style-type: none"> - This research tried to discover high school students' perception towards social media in learning English vocabulary.
4	Rizky Kurniawan (2019)	The Role of Social Media towards the English Vocabulary Acquisition for the Students of SMK N 7 Semarang	<ul style="list-style-type: none"> - Both research used the same method, descriptive qualitative method. - Both research used a high students as an object research. 	<p>In the previous research, data collected by questionnaire, whereas This research collect the data by semi-structure interview.</p>	

5	Zahirah Zainal, Noor Hanim Rahman (2020)	Social Media and Its Influence on Vocabulary and Language Learning: A Case Study	<ul style="list-style-type: none"> - Both research used the same method, qualitative research - Analyzing the perception of students toward social media. 	<ul style="list-style-type: none"> - The previous research used questionnaire as the research instrument, whereas this research used semi structured interview as a data collector. 	This research is focused on the perception of students in some video sharing social media, especially Tiktok, Instagram, and others in Palu especially.
6	Muhammad Ali As- Saggaf, Tharshana Prabakaran and Ali Hadi Al-Aidaros (2020)	Perception of Students from BTESL towards Enhancing Vocabulary through Social Media in MSU	Both researches investigate the students' perception toward social media.	<ul style="list-style-type: none"> - The previous research used the qualitative method as the research methodology, the data collected by using questionnaire. This research used qualitative method using semi-structured interview as the data collecting tools. 	This research observed the perception of students toward the use of social media in learning vocabulary based on the real time perception and interview data-based.

B. Theoretical Descriptive

1. Perception

Perception is a term used in psychology, specifically in the field of cognitive psychology. It is studied in different areas, including education, where it plays a crucial role in how we respond to things and is an important part of the learning process.¹⁴ Fundamentally, perception is a cognitive process experienced by every individual in comprehending information about their environment, be it through visual, auditory, experiential, emotional, or olfactory means.¹⁵ Perception can also be interpreted as an individual's capacity to organize an observation, encompassing the abilities to distinguish, classify, and concentrate. Consequently, it is plausible for student as individual to possess different perceptions, even when exposed to the same objects or circumstances.¹⁶

Student's perception of the learning plays important role on how student will learn and set his or her learning environment¹⁷ through various factors, such as the learning source and learning style which will influence their learning

¹⁴ Alizamar, and Nasbahry Couto. *Psikologi Persepsi & Desain Informasi*. Yogyakarta: Media Akademi, 2016. Retrieved from <http://repository.unp.ac.id/21027/1/PSIKOLOSI%20PERSEPSI%202.pdf>

¹⁵ Creighton, Jill L., Jason W. Foster, Libby Klingsmith, and Darren K. Withey. "I just Look it Up: Undergraduate Student Perception of Social Media Use in their Academic Success." *The Journal of Social Media in Society* 2, no. 2 (2013). Retrieved from <https://thejsms.org/index.php/JSMS/article/download/48/25>

¹⁶ Entwistle, N J. "Approaches to learning and perceptions of the learning environment." *Higher Education* 22, no. Introduction to the special issue (1991): 201-204.

¹⁷ Jamari, Diyana, Norasykin Mohd Zaid, Hasnah Mohamed, Zaleha Abdullah, and Baharuddin Aris. "Learning Through Social Media: Students' Perception." *Man in India* 97, no. 19 (2017): 263-273.

approach.¹⁸ In today's era, sources of learning can be found everywhere, such as books, e-books, or even social media, such as YouTube, Instagram, Snapchat, and other online platforms which has become popular among the youth¹⁹, enabling students to collaborate and expose easily on academic information and e-learning resources²⁰. Thus, the student's perception of learning through social media is really useful as to assess its effectiveness, especially for leaning new language, such as english and its vocabulary.

Study proves, when it comes to the perception, students believe when they use social media it extensively contribute to their accademic success and endeavors ,²¹fostering enthusiasm for writing skills learning²², and leading as a useful course tool to support the learning activities which are really important part in their learning experience²³. However, as the contradictory, students percept that utilizing

¹⁸ McCarthy, Richard V., and Mary M. McCarthy. "Student Perception of Social Media as a Course Tool." *Information Systems Education Journal (ISEDJ)* 12, no. 2 (2014): 38-46. Retrieved from <http://isedj.org/2014-12/n2/ISEDJv12n2p38.pdf>

¹⁹ Sakkir, Geminastiti, Qashas Rahman, and Kisman Salija. "Students' Perception on Social Media in Writing Class at STKIP Muhammadiyah Rappang, Indonesia." *International Journal of English Linguistics* (Canadian Center of Science and Education) 6, no. 3 (2016): 170-175. DOI: <http://dx.doi.org/10.5539/ijel.v6n3p170>

²⁰ Sarwono, Sarlito Wirawan. *Teori - Teori Psikologi Sosial: Edisi 19*. Jakarta: Rajawali Pers, 2017.

²¹ *Ibid*

²² Statista. "Most popular social networks of teenagers in the United States from fall 2012 to 2021." n.d. Retrieved from <https://www.statista.com/statistics/250172/social-network-usage-of-us-teens-and-young-adults/>

²³ Struyven, Katrien, Filip Dochy, and Steven Janssens. "Students' perceptions about evaluation and assessment in higher education: a review." *Assessment & Evaluation in Higher Education* (Taylor & Francis) 30, no. 4 (2005): 325-341. DOI: <https://doi.org/10.1080/02602930500099102>

social media as a learning platform may hinder learning due to network issues²⁴, also the implementation and practicality of learning activities in real settings can be challenging due to certain schools prohibiting the use of gadgets and restricting access to social media on school computers.²⁵

2. Vocabulary Learning

As a core of any language learning, vocabulary is the most challenging and time-consuming aspect of a foreign language.²⁶ It takes time and flows continuously as the fundamental of language. Not only helping second language speakers in understanding context better, mastering vocabulary is also making meaningful assertion through speaking, reading, and listening learners indirectly develop vocabulary.²⁷ The vocabulary development is also influenced by a learners' previous experiences and background knowledge. Thus, the learners become familiarized with the words they encounter throughout the process.

Due to these reasons, vocabulary instruction is an important reason of discussion. Discovery strategies are used to receive the initial information of new words and to understand the lexical meaning, including decision strategies and

²⁴ Statista. "Most popular social networks of teenagers in the United States from fall 2012 to 2021." n.d. Retrieved from <https://www.statista.com/statistics/250172/social-network-usage-of-us-teens-and-young-adults/>

²⁵ Thoah, Miftah. *Perilaku Organisasi*. Jakarta: Rineka, 2010.

²⁶ Rashid, R.A., Vocabulary learning among less proficient young adults using children's stories. *Mextesol Journal*, 35(1), 15-28 (2011)

²⁷ Farjami, F. & Aidinlou, N. A. , *Analysis of the Impediments to English Vocabulary Learning and Teaching International Journal of Language and Linguistics. Special Issue: Language Teaching and Learning Key Principles (LTLKP)*. 1(4) pp. 1-5 (2013)

social strategies. Consolidation strategies are mainly collected of memory strategies, cognitive strategies, and metacognitive strategies.

To define vocabulary, the researcher has referred to some experts in defining vocabulary. Vocabulary is a range of words known to or used by a person in a trade, profession, etc.²⁸ In the other definition, vocabulary is a sum of stock words employed by language, group, individual or in work in relation to a subject.²⁹ To sum, vocabulary can be described as a list of words used by individual or group, which have cultural meaning and it is the active form used by a person to express his or her ideas.

Vocabulary takes a decisive role in developing language skills among non-native learners.³⁰ It is the fundamental component, which connects to all language skills; therefore, vocabulary learning helps learners master the additional language and effectively use in different context and scenario.³¹ It is also imperative to know that vocabulary learning is determined by the frequency of use and exposure to various situation, scenario, form and context.³²

²⁸ Istikoyati, S., *A Study on Students' Mastery of Vocabulary and the Factors may Influence Final Project. English Department, Faculty of Language Arts.* (Semarang State University, 2003)

²⁹ Ibid

³⁰ Carlisle, J. F., Beeman, M. M., Davis, L. H., & Spharim, G, Relationship of metalinguistic capabilities and reading achievement for children who are becoming bilingual. *Applied Psycholinguistics*, 20(4), 459–478. (1999)

³¹ Grosseck, G., & Holotescu, C. Can we use Twitter for educational activities? Paper presented at the 4th International Scientific Conference, eLearning and Software for Education, Bucharest, Romania. (2008)

³² Nation, I. S. P., *Teaching and Learning Vocabulary (Teaching Methods)*. Boston, MA: Cengage Learning, Inc. (1990), Schmitt, N., *Vocabulary in language teaching*. Stuttgart, Germany: Ernst Klett Sprachen. (2000).

a. The Importance of Vocabulary

All language has words.³³ It emerged as words, both historically and relate to how students learn our first and subsequent language. As a matter of fact, vocabulary learning is the heart of any language and language use, especially in English. The more words we know, the more we will be able to understand what we read and hear, also the better we will be able to say and express ourselves when speaking and reading. Without grammar, some can be conveyed, but without vocabulary, nothing can be conveyed.³⁴

3. Incidental & Intentional Vocabulary Learning

As it is told in a first place, vocabulary is the important part of language. It is an essential means in conducting communication. The more we master it, the easier we express our ideas. The quality skill of language possessed by someone depends on the quality and quantity of the vocabulary mastery. The more a person masters, the better he uses the language skills.³⁵

Vocabulary learning can be divided into two types, which are incidental learning and intentional learning.³⁶ Incidental learning refers to process in which focusing on comprehending meaning of the context rather on explicit goal of learning new words. Intentional vocabulary is the focal attention of vocabulary

³³ Thornbury, S, *How to Teach Vocabulary*. Series Editor: Jermy Harmer. Malaysia: Longman. (2002)

³⁴ Ibid

³⁵ Istikoyati, S., *A Study on Students' Mastery of Vocabulary and the Factors may Influence Final Project*. English Department, Faculty of Language Arts. (Semarang State University, 2003)

³⁶ Ibid

learning and it is learnt as a by-product of another activity, such as reading or communication, without the learner's conscious decision or intention to learn the words.

4. Social Media

a) The Definition of Social Media

Social media cannot be separated with the use of internet. Social media can be defined as the form of digital technology that is used to communicate and share the information using the internet connection.³⁷ On the other hand, the definition of social media is a process of transforming one-way communication into an interactive online dialogue using web-based technologies.³⁸

Moreover, the other definition of social media is a phenomenon that allow people to connect, share, collaborate and communicate with each other.³⁹ Based on the definition above, the researcher can conclude social media is an online communication tool that used to connect, share and collaborate worldwide.

b) The Benefits of Using Social Media

Social media will be beneficial if the users can use it properly. It also can be beneficial to increase the English skills of the students. There are many online media that can be used for learning such as webpage, blog, social networking system (Facebook, Twitter, Yahoo, Instagram, etc) and Content Management

³⁷ Poore, M., *Using Social Media in the Classroom*. Sage Publications Ltd. (London, England, 2016)

³⁸ Dixon, B. J., *Social Media for School Leaders*. San Francisco: Jossey-Bass. (2012)

³⁹ White, B., King, I., & Tsang, P., *Social Media Tools and Platforms Learning Environments*. New York: Springer. (2011)

System (CMS) can be used to help students to improve English skills proficiency.⁴⁰

The benefits of using social media are for intelligence, communication, collaboration, participation, socialization, and motivation administration.⁴¹ Social media has many benefits in education, especially in providing intelligence benefits, communication benefits, and socialization and motivation benefits.

c) The Role of Social Media in Language Learning

Social media has been playing a vital role in vocabulary development of English learners such as facilitating the English learners to learn new words and vocabulary that are suitable for them in improving of English language learning.⁴² With social media help, English teachers are able to attend many online courses and accommodating them to get in touch with techniques and methods other English teacher use around the world to have an interesting and method of teaching. Social media is one of teaching media that is considered as the most effective media for EFL classes.

C. Theoretical Framework

This research is conducted based on the concept perception, which the pillar or the research. It is followed by the concept of vocabulary learning and the

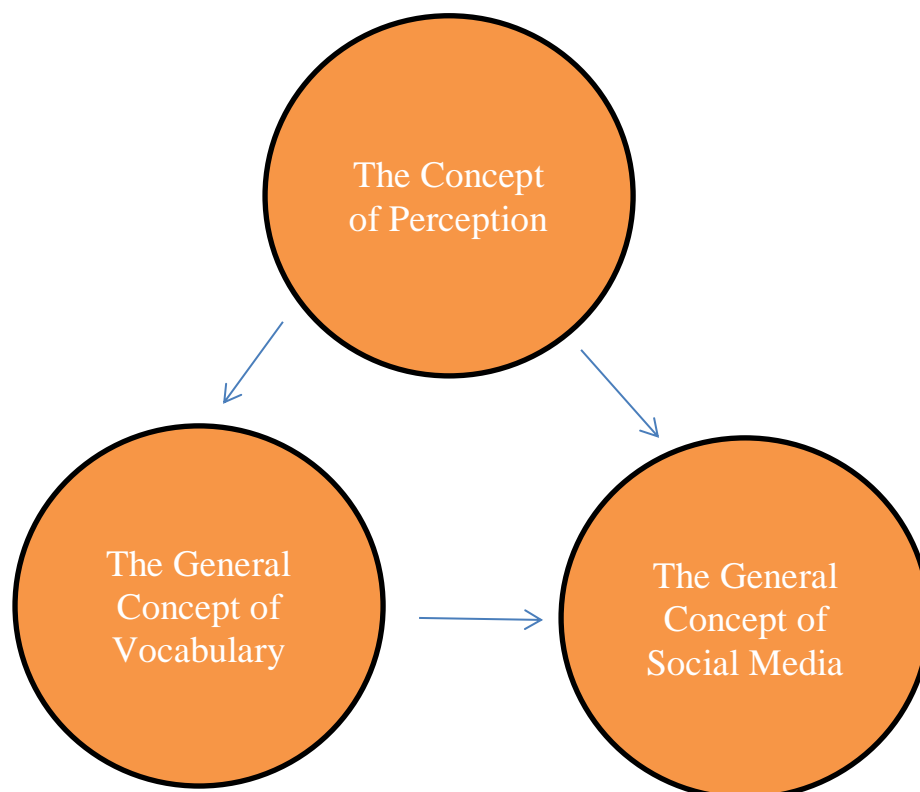
⁴⁰ Mulyani, U., & Hafizh, M. A., Teaching Junior High School Students to Write Recount Text through Wikis Media. *Journal of English Language Teaching*. (2012)

⁴¹ Poore, M., *Using Social Media in the Classroom*. London, England: Sage Publications Ltd. (2016)

⁴² Khan, I. U., Ayaz, M., & Faheem, M., *The Role of Social Media in Development of English Language Vocabulary at University Level*. (2016)

importance of vocabulary itself. Meanwhile, the concept of social media as a transforming one-way communication into interactive communication through web-based technology is used and also the benefits of social media is used as the further theory. Furthermore, the theory of the role of social media in language learning is also applied.

The general concept of vocabulary becomes the initial concept of study. The concept of vocabulary as sum of stock of word employed by language, group and individual or in work in relation to a subject supported by the theory of social media as an interactive communication. Social media has become a place of interactive communication via web-based technology that transfer the information in the short time and wide range of context with focuses subject if needed. Thus, it can develop word stock of the people involved in the communication.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

This research uses qualitative research approach because it is aimed to explore and understand the meaning individual or group ascribe to a social or human problem. Qualitative research is formal research that interprets collected data in order to create order, obtain the meaning and to decide it.⁴³ It allows the researcher to collect information from participant. The goal of qualitative descriptive research is to understand the experience of individual participants on a daily basis or specific events experienced by individuals or groups of individuals in their physical paces.⁴⁴ The aim of this method is to discover students' perception about social media to help students developing their vocabulary mastery and analyze its impact.

B. Presence of Researcher

In this research, the presence of researcher is deemed as the main data collection tool. The researcher's presence is made necessary, because he is expected to understand the connection of reality in the field. Therefore, when collecting the data, the researcher participates actively in the field.⁴⁵ The position of the researcher

⁴³ Zevia Schneider, Dean Whitehead, Geri Lobiondo-Wood, PhD RN Faan, Judith Haber, PhD RN Faan, *Nursing and Midwifery Research: methods and appraisal for evidence-based practice 5th edition* (Elsevier Health Sciences, 2016) p. 128

⁴⁴ L.A. Vicky, L.A. Clinton, *Qualitative Descriptive Research: An Acceptable Design* (Pacific Rim International Journal of Nursing Research Vol. 16 No. 4, 2012) p.255

⁴⁵ Lexy J. Moleong, *Metode Penelitian Kualitatif* (Bandung, PT. Remaja Rosdakaya, 2009)

brings the different implication. Researcher is a planner, executor of data collection, analysts, and interpreter and ultimately, he would play his role as the reporter of the research.

C. Setting of the Research

The research will be conducted at SMA Al-Khairaat Palu. It will focus on two different classes, the eleventh grade of science and social science departments. This research will be held in November 2022.

D. Subject of the Research

In educational research, the population of interest is usually a group or persons (students, teacher or other individuals) who possess certain characteristics. In some cases, however, the population may be defined as a group of classrooms, school and even facilities.⁴⁶ The subject or participants in this research are the eleventh students of SMA Al-Khairaat Palu academic year 2022/2023, which the total of the students are 58 students.

E. Sources of Data

Good data is derived from the right sources. The data source is divided into two types, which are primary and secondary data sources. Primary or main data source is data source that provides data directly during the collecting process. The

⁴⁶ Fraenkel R., Wallen E, Hyun H, *How to Design and Evaluate Research in Education Eight Edition* (McGraw-Hill Companies, New York, 2009)

main data is derived from interview by Google based-form.

Meanwhile, the secondary data is data source that provides data indirectly in collecting data. The secondary data is derived from document review and observation.

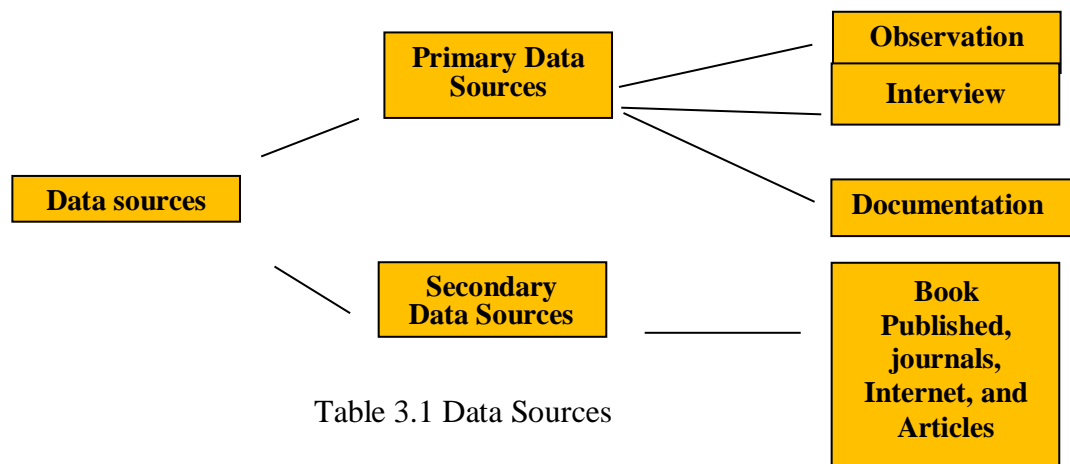


Table 3.1 Data Sources

F. Research Instrument and Data Analysis

The instruments of this research are observation and semi-structured interview. The observation is used to find out the basic description, raise the interview questions and strengthen the result of the data from the next instrument. Meanwhile, the researcher will be using the semi-structured interview as instrument in order to obtain deeper information and data result.

1. Research Instrument

a. Observation

In a naturalistic setting, observation is the conscious observation and in-depth examination of participants' behavior. This can be a classroom or teacher's room in applied linguistics, or any setting where language use is being studied, like

a bilingual family home or a bilingual workplace with non-native speakers.⁴⁷ The observation is usually used in education to support the understanding and developing the research. It means that the observation is the common tool in research instrument.

Observation is proper to be used in order to research the human behavior in small respondents. The observation is established to find out and measure the subject from the situation and condition of the class. Moreover, it is also used to determine the appropriate interview question based on semi-structured interview.

Related to this research, observation is necessary for the researcher to discover the students' behavior in learning English via social media and also to find out their reaction on how social media impacts them in learning foreign language. This observation will be conducted by the researcher to focus on students of SMA Al-Khairaat Palu to their perception of social media in learning vocabularies.

b. Semi-Structured Interview

The semi-structured interview, also known as an exploratory interview, is a research method used in social sciences, which focused on the main topic that provides a general pattern.⁴⁸ Despite the topical trajectories provided prior to the interview, the semi-structured interview enables a researcher to dig deep for a discovery. One of the outcomes of interviews is, for instance, the anthropology

⁴⁷ Neil Cowie, *Qualitative Research in Applied Linguistics* (PalgraveMacmillan, London, 2009) p. 166

⁴⁸ Ruslin, Saepudin Mashuri, Muhammad Sarib Abdul Razak, Firdiansyah Alhabsyi, Hijrah Syam, *Semi-structured Interview: A Methodological Reflection on the Development of a Qualitative Research Instrument in Educational Studies* (UIN Datokrama, Palu, 2022) p. 22

literature. The majority of the time, the interview is used to learn about a person or group of people's life story.⁴⁹

Typically, in a semi-structured interview, the interviewer has a set of themes to explore. Most of the time, good interviews have a balance of main questions, follow-ups, and probes. However, the interviewer should be well prepared in advance for a particular topic or topics they want to discuss during the interview. An interview guide is a type of informal grouping of topics and questions that an interviewer would ask in various ways to differentiate participants. Numerous researchers suggest that having an interview guide prepared is generally beneficial for interviewers.⁵⁰

When data feasibility is unclear, the semi-structured interview can still be used. The only way for researchers to gather the necessary data and information in this situation is to inquire about people's accounts and listen to what they have to say. As a result, the semi-structured interview is chosen to give the research a new perspective. Researchers may benefit from applying this strategy in order to approach their research questions through a variety of lenses and perspectives.

Methodological triangulations, for instance, can be attempted by researchers, in which one method of data collection is combined with an interview or interviews to see how well they complement one another. Finally, politics and research ethics might also be a factor in the decision to use semi-structured interviews. According to this point of view, researchers are of the opinion that

⁴⁹ Ibid

⁵⁰ Ibid

interviewees ought to be given more freedom and control over the situations in which they are interviewed than is permitted, similar to the “structured” approach.⁵¹

Related to this research, the semi-structured interview has a core role in observing the students regarding to their perception of social media in learning vocabularies in order to find out what they think about social media as a tool in learning foreign language, especially English.

2. Data Analysis

There are three steps in analyzing this research, which are familiarizing and organizing, coding and reducing and interpreting and organizing.⁵² The explanation of three steps of analyzing is presented as follows.

In this step, the data obtained was collected together. The researcher started the process by reading, taking notes, and reviewing the entire data. Then, the researcher organized relevant data to focus on the problems of the study. The data were from the observation sheet and interview.⁵³

The second step is coding and reducing. It was the data selection, focusing, and simplification of data from holistic data. The unnecessary data were set aside, and the important data were gathered and classified into more specific explanation.⁵⁴

The third step was interpreting and representing. The researcher interpreted

⁵¹ Ibid

⁵² Donald Ary, *Introduction to Research in Education* (Thompson Wadsworth, 2010) p. 481

⁵³ Ibid p. 481

⁵⁴ Ibid p. 483

the findings, analyzed by using the researcher's knowledge and gathers theories and presented the data result. Afterwards, the researcher examined the finding by using triangulation technique, especially method triangulation technique.⁵⁵ After analyzing all instruments, the researcher presented the result of this study.

⁵⁵ Ibid p. 490

CHAPTER IV

RESEARCH FINDINGS

A. Research Findings

This chapter presents and discusses the finding of the research. This research conducted to investigate the research problems, especially investigate what are the students' perceptions toward the use of social media in learning English vocabulary.

This research was held at SMA Al-Khairaat Palu which is located in Jl. Sis Aljufrie no. 46, Palu. These research findings are answering the problem statement that formulated before.

In this chapter, the writer presented the answers to the problem statements contained in this chapter, which; to investigate the students' way of using social media in improving their vocabulary mastery, to obtain depth understanding of the students perception about social media in learning vocabulary and to discover positive and negative impacts of social media towards students' vocabulary development. This research took 5 students from 58 students that represented the perceptions of social media in learning vocabulary. All participants were enthusiast to participant in this interview.

1. How do the students use social media to improve their vocabulary mastery?

Before the researcher asked this question, the researcher tried to know what social media according to the students are. Based on their understanding, all students believed that social media is a communication

tool, which use to communicate, explore, and also be able to do other things like marketing, business, education, etc. Social media also according to them is the easiest way to get information that they do not get at school and it is easy to access. The researcher found all interviewee used Instagram and TikTok as their most used social media. The researcher also found out that all the students liked English content in social media as well.

AA, said:

Usually when the (English) vocabulary content pops out, it is pretty clear for the meaning of the word and the explanation of that word and also the example of how to use. And with that I easily learn and understand, whether I intentionally learn it or just passing by. But sometimes I can easily understand even though I just only scroll it⁵⁶

Based on the statement, she explained that whenever she found an English content in social media, she always watched the content. The content has provided the English word, the meaning and also how to use them. She found that social media was the easiest way to learn new vocabulary because she admitted that she knew a lot of words without even remembering. The researcher found from the first student that she learned English vocabulary by incidental learning.

CA, said:

Social media as an additional media for me to learn from what I do not understand at school by watching the video as usual.

⁵⁶ AA XI IPS, Interview, 29 November 2022, Pos. 16 (Translated)

Unconsciously those words stuck in my head and that time I slowly understand and learn English by myself.⁵⁷

Based on the statement, she said that social media was an additional tool for her study especially in learning language. She used the media as an entertainment in the first place. But during the time, she always watched an English content on the internet. Slowly she remembered a lot of vocabularies from it. Thus it is pretty easy for her to understand English on the internet. The researcher found that the second student learned English by doing an incidental learning method.

MF, said:

Usually whenever I really intentionally want to learn, like when there are some words that I get from my friends that I do not understand, especially English, I directly go to some posts on social media and on that, I also know the word by only just watching it.⁵⁸

Based on the statement, she tried to say that when she had an intention to learn, she would see some post on social media and learnt from it. However, she also tried to say that mostly she learnt it incidentally by watching the videos and seeing the post without even realizing that she learnt and remember a new thing on social media. From this statement, this student learned not only by incidental, also by intentional learning.

S, said:

I personally see the English (vocabulary) content in film, music and other content that I find on my page. So it is easy to catch, the

⁵⁷ CA XI IPS, Interview, 29 November 2022, Pos. 16 (Translated)

⁵⁸ MF XI IPS Interview, 29 November 2022, Pos. 16 (Translated)

lesson is not that difficult, out of concern we have learn many things.⁵⁹

Based on the statement, the researcher found something interesting on her answer. She said that she found a lot of English content from movie clip, music and other relate content on her page. She found that learning English vocabulary in social media useful and easy to understand. She also gave a statement that she could learn and remember many words out of her concern. As a result, this researcher found this fourth student learnt by incidental learning.

MA, said: *I usually use one application named "CAKE" to learn pronunciation, vocabulary and many things.*⁶⁰ On the statement, the researcher found that the student had a different way to learn English. Not only by social media, she added an interactive learning app as her additional tool to learn vocabulary. The researcher found from this student that she learnt English vocabulary not only by incidental learning, also she learnt by intentional learning by using an interactive app which similar use with "Duolingo".

Based on the students' statements, the researcher found that social media is an additional media for student to learn, even though mostly they didn't intentionally learn English vocabulary there, but whenever they found

⁵⁹ S XI IPA, Interview, 29 November 2022, Pos. 16

⁶⁰ MA XI IPA, Interview, 29 November 2022 Pos. 16

an English vocabulary content, whether it was from music, film or other English content, they would love to watch and they remembered the word out of their head.

2. What are the students' perceptions about social media in learning vocabulary?

The researcher found the answers of this question from the first research question. However, the researcher tried to dig the answer deeper by asking the students: "Do you find learning vocabulary in social media is more effective than learning at school/conventional learning?" As per pre-observation and observation, the researcher found that the English teacher still applied the conventional learning method to student most of the time. The purpose of this question was not only to discover their perception of learning vocabulary on social media, also to find out the comparison of learning at school and on social media.

AA, said:

It is more effective in social media. Because in everyday we always bring our phone and compare to learning in school, I usually get bored of the teacher's explanation that is the same and the method is boring. Social media as a media that is fun to learn something especially English language and certainly easy to understand and really fun.⁶¹

Based on the answer, she believed that learning vocabulary in social media was more effective and easier to understand. She stated that learning

⁶¹ AA XI IPS, Interview, 29 November 2022, Pos. 16 (Translated)

at school was boring because of the teacher's explanation was monotone and a boring method. She also stated that learning in social media was fun and also easy to understand especially in learning English vocabulary.

CA, said, *"Yes, because in social media we can access the lessons easier and complete than what I get in school."*⁶² This student stated briefly that with social media, she could access lesson easier and comprehensible, also it had more information and explanation regarding to English vocabulary.

MF, said, *"Yes, because I really like if I learn by myself by learning in social media, I easily more understand than learn in school, that's for me"*⁶³ This brief statement could be concluded that this student strongly agreed that learning vocabulary by using social media was easier compared learning vocabulary at school.

S, said: *"if it is said more effective, honestly yes, because in school the material is tough and more in theory instead of practice. In social media, it is accessible and easy to understand."*⁶⁴ Based on her statement, this is also related to the pre-observation that the researcher did. The reason why she stated this was also related to what the researcher witnessed that the students didn't feel happy when English class started. The students complained of

⁶² CA XI IPS, Interview, 29 November 2022, Pos. 16 (Translated)

⁶³ MF XI IPS Interview, 29 November 2022, Pos. 16 (Translated)

⁶⁴ S XI IPA, Interview, 29 November 2022, Pos. 16 (Translated)

the way the teacher gave the material which only focused on the theory instead of practice. The interviewee also stated that learning in school was too difficult, so the student had found the alternative way to learn English by social media that according to her was accessible and easier to understand.

MA, said: *“Sometimes in school is hard to understand, whether it is from the teacher or the material, but I honestly like to learn through application in social media.”*⁶⁵ The researcher found a similar opinion of this student and the previous one, she also stated that learning English at school was difficult as well and she preferred learning English from social media and the interactive learning application.

Based on the students’ statements, the researcher concluded that students found that social media was more effective way to learn English vocabulary compared learning at school; because the students complained on the way their teacher gave the lessons and they found it boring.

3. What are the impacts of social media toward students’ vocabulary development?

The researcher believed that social media had massive impacts in life especially in learning process, however, where there is a positive impact,

⁶⁵MA XI IPA, Interview, 29 November 2022 Pos. 16 (Translated)

there is an opposite one known as negative impact. The research tried to analyze further on this question to find out the positive and negative impacts of social media for their vocabulary English learning process. The researcher provided two questions; “what are the benefits of learning English vocabulary in social media?” and “what are the disadvantages of learning English vocabulary in social media?”

AA, said: *“The advantage of learning vocabulary in social media is I am easily able to learn a lot of new vocabulary and the lessons are easy to understand and the lesson is easy to find and I do not have to search on the book for the meaning.”*⁶⁶ Based on the answer, the student briefly stated that the advantage of learning vocabulary in social media was quite easy also she got understand easily when she watched the video or a content. She also stated that she could get an explanation of the word easily by watching content.

AA also said: *“there is some explanation which is not clear, entangled and sometimes there are some content that I hardly understand.”*⁶⁷ Based on the statement, the researcher found one interesting statement that she found some of the contents was unclear and difficult to understand.

⁶⁶ AA XI IPS, Interview, 29 November 2022, Pos. 16 (Translated)

⁶⁷ AA XI IPS, Interview, 29 November 2022, Pos. 16 (Translated)

CA, said: *with learning in social media, we can understand it easily from the vocabulary like the pronunciation, meaning and a lot of things.*⁶⁸

Based on her brief statement, she found learning in social media was efficient and she could easily learn and understand the word that she got in social media.

CA also said:

As long as I use social media, I don't get any deficiencies in learning, especially on social media I can easily understand existing explanations, but it's just that I'm easily distracted with other content and also sometimes I can't manage my time in using social media.⁶⁹

Based on her statement, the researcher found some interesting points. She stated that she could easily get distracted by other content and she couldn't manage her time on using social media. It is normally happened to most of the human being and it is a part of human nature. Still, she believed that there is no problem with learning English vocabulary on social media.

MF, said: *“the advantage is because social media is accessed more often by teenager nowadays, even though it is accidentally learned, it can also immediately stick in the brain, you know.”*⁷⁰ Based on her statement, she stated that most of the youth were using social media and it was very useful for them to learn a lot of things there, especially in learning English vocabulary.

⁶⁸ CA XI IPS, Interview, 29 November 2022, Pos. 16 (Translated)

⁶⁹ CA XI IPS, Interview, 29 November 2022, Pos. 16 (Translated)

⁷⁰ MF XI IPS Interview, 29 November 2022, Pos. 16

She also said: *“There are no drawbacks, it's just that some can distract us like that.”*⁷¹ It is pretty clear that she had no problem in using social media, regardless of distraction, but the student was able to use social media in educative way and healthy way.

S, said:

It's easier to get into the brain right away, compared to when we study directly, which has to use a lot of material and it's that complicated, but on social media, because we often use it every day, we get used to it, interesting things.⁷²

Based on her statement, by using social media as learning media, especially in learning vocabulary, she could easily get the lesson compared to direct learning at school which the materials were complicated.

She also said: *“The drawbacks might be that if you say there are too, there are lots of slang that we don't understand, they aren't explained, and there is some content that just doesn't have enough explanation.”*⁷³ She stated that not all the vocabularies are well-explained in social media and some explanation were lacking.

MA, said: *“We can learn a lot of new things and can know the meaning of a word and also make it easier to learn new vocabulary.”*⁷⁴

⁷¹ MF XI IPS Interview, 29 November 2022, Pos. 16

⁷² S XI IPA, Interview, 29 November 2022, Pos. 16

⁷³ S XI IPA, Interview, 29 November 2022, Pos. 16

⁷⁴ MA XI IPA, Interview, 29 November 2022 Pos. 16

The interviewee had explained in the brief way that with social media, she could find a lot of new vocabularies and it was easy to learn. And she said, “*nothing, it is even helpful for me.*”⁷⁵ She did not find any disadvantages on using social media as language learning media compared to other students.

Based on the students’ statement, the researcher took a conclusion that the benefits of learning English vocabulary in social media were accessible and easy to learn and understand, whether it is the word, meaning and pronunciation itself. As the negative impact, the researcher found that one student did not have problem with it, some of them said the explanation from the content was not clear to them and some of them said it was just a common distraction on using social media.

B. Discussion

The result of the research showed that how the use of social media helped the students of SMA Al Khairaat Palu in learning vocabulary. First, social media is an additional media for students not only for communicating, also the media for learning language especially English. The researcher found that students mostly watched some clips on Instagram and Tiktok, whether it was a movie clips music lyrics or a pure English content itself. The way the students learnt English vocabulary was to watch the videos as usual, however, instead of intentionally learning them, they admitted that they accidentally remembered the word just by

⁷⁵ Maimunah Azzahra XI IPA, Interview, 29 November 2022 Pos. 16

watching the clips on social media itself like in Instagram and Tiktok. The incidental learning for students were effective because they could easily remember the word without even intentionally learning it.⁷⁶

Second, the students referred that learning in social media were more effective compared to the casual face to face learning at school, the students found learning at school boring and the material was not understandable due the teacher's method. The researcher found something and it was legit by the students that they learnt English vocabulary at school mostly focusing on the theory instead of practicing itself, which made the student felt burdensome in learning English vocabulary at school. As the alternative, social media was a support learning media for students to learn vocabulary as the easiest and more fun way.⁷⁷

Lastly, social media had a massive impact to students in learning English vocabulary. Most students stated that by learning in social media, they were be able to learn the English vocabulary easily, supported by the explanations on the videos that made the students learn in the efficient way and more fun. However, it did not rule out the possibility that social media had some disadvantages in vocabulary learning, which the contents were not able to be understood and some common

⁷⁶ Jameel AHMAD, "Intentional vs Incidental Learning" *ELT Research Journal* 1, no.1 (2011): 71-79, <http://dergipark.org.tr/en/pub/eltrj/issue/5473/74357>

⁷⁷ Hanan Ahmad Aifan, *Saudi Students' Attitude Toward Using Social Media to Support Learning*, King Abdul Aziz University, Jeddah (2015) (Check Chapter 2)

distraction from the social media itself. Regardless, social media had a lot of benefits in vocabulary learning especially for English learners.⁷⁸

⁷⁸ Muhammad Ali As-Saggaf, Tharshana Prabakaran, Ali Hadi Al- Aidaros, Perception of Students from BTEFL Towards Enhancing Vocabulary through Social Media in MSU, Management Science University, Malaysia, Ministry of Education, Yemen (2021)

CHAPTER V

CONCLUSION

A. Conclusion

Based on the research findings, it was concluded that there were various responses of students regarding the use of social media in learning English vocabulary. First, it was found that the students found learning vocabulary in social media easier to learn. Moreover, they found it more effective and fun to learn vocabulary through social media.

Second, in many way students used social media to learn was to watch some videos online, get them meaning, remember the words even though they did not intentionally learn them.

Third, the benefits of social media in learning vocabulary English were various. Most of them believed that social media was accessible and easy to understand, what they needed to learn whether it is about the word, the meaning, pronunciation and how to apply the words in spoken or as well as written English and the disadvantages of social media that sometimes students were difficult to understand the videos due to the unclear explanation in it and there was a little distraction in using social media among students although this did not affect the flow of learning.

B. Research Implication

1. The researcher finds that in order to improve students' vocabulary mastery, the students of SMA Al Khairaat Palu must be using social

media in more educational instead of using it for entertainment purpose.

2. The researcher points out to the English teacher of SMA Al Khairaat Palu to utilize social media as an additional learning media. The teacher also must adapt with the students' character in the era of internet.

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APPENDIX I
INTERVIEW SHEETS

INTERVIEW SHEET

SOAL WAWANCARA

PERSPEKTIF SISWA TERHADAP PENGGUNAAN MEDIA SOSIAL DALAM PEMBELAJARAN KOSA KATA BAHASA INGGRIS DI SMA AL-KHAIRAAT PALU

STUDENTS' PERCEPTION TOWARD THE USE OF SOCIAL MEDIA IN LEARNING VOCABULARY AT SMA AL-KHAIRAAT PALU

Muhammad Zidan

181160002

Email: frostydusttt@gmail.com

This interview is aimed to the eleventh grades students of SMA Al-Khairaat Palu in order to find out their perceptions of social media in learning vocabulary. Specifically, to understand deeply about how social media brings positive and negative impacts in their learning English and also to investigate their way of using social media in improving their vocabulary mastery. The interview will be conducted on Google Meet and will be held in Computer Laboratory of SMA Al-Khairaat Palu.

1. What do you know about “**Social Media**”?
2. When is the first time you use about social media? And what social media do you use the most?
3. How important social media in your life? And why is it so?
4. What kind of content that you have interested in social media?
5. Have you ever come across any English educational content especially English vocabulary content in social media?
6. How do you use social media to enhance your English vocabulary?
7. What are the advantages of learning English vocabulary in social media?
8. What are the disadvantages of learning English Vocabulary in social media?
9. Do you find learning English vocabulary in social media to be more effective than conventional learning? Why?
10. How do you implement English vocabulary after learning from social media in daily life?

TRANSLATION

1. Apa yang kalian ketahui tentang media sosial?

2. Kapan kamu pertama kali menggunakan media sosial? Dan media sosial apa yang kamu sering pakai?
3. Seberapa pentingkah media sosial dalam kehidupanmu? Kenapa?
4. Konten-konten apa saja yang kalian minati di media sosial?
5. Apa kalian pernah menemui kontek berbahasa inggris terutama kosakata bahasa inggris di sosial media?
6. Bagaimana kalian menggunakan media sosial untuk meningkatkan kosakata?
7. Apa kelebihan belajar kosakata bahasa inggris di media sosial?
8. Apa kekurangan belajar kosakata bahasa inggris di media sosial?
9. Apakah kalian menemukan belajar kosakata bahasa inggris di media sosial lebih efektif di bandingkan belajar biasa di sekolah?
10. Bagaimana cara kalian mengimplementasikan kosakata bahasa inggris dalam setelah belajar di media sosial

Narasumber: Azkia Azahra

Kelas: XI IPS

Tanggal Wawancara: 29 November 2022

Tempat: SMA Al-Khairaat Palu

P: Apa yang kalian ketahui tentang media sosial?

N: Sosial media itu media yang di pakai untuk berkomunikasi, membagikan informasi yang pastinya memudahkan orang-orang untuk mencari informasi.

P: Kapan kamu pertama kali menggunakan media sosial? Dan media sosial apa yang kamu sering pakai?

N: Sekitar 13 tahun, kelas 6 SD pertama kali dengan facebook. Namun saat ini saya lebih suka menggunakan TikTok.

P: Seberapa pentingkah media sosial dalam kehidupanmu? Kenapa?

N: Sangat penting, karena dengan penggunaan sosial media, kita dengan mudah mendapatkan suatu informasi atau pelajaran yang tidak di dapatkan di sekolah, mencari banyak pembelajaran di berbagai platform seperti Youtube, Facebook, TikTok, dan sosial media itu bisa di gunakan dimana saja, kapan saja.

P: Konten-konten apa saja yang kalian minati di media sosial?

N: Konten Da'wah, konten bahasa inggris seperti kosakata, quotes, dan hal-hal lainnya yang berkaitan dengan konten edukasi bahasa inggris

P: Apa kalian pernah menemui kontek berbahasa inggris terutama kosakata bahasa inggris di sosial media?

N: Pernah dan sering saya temui

P: Bagaimana kalian menggunakan media sosial untuk meningkatkan kosakata?

N: Biasanya ketika muncul konten kosakata bahasa inggris, biasanya sudah jelaskan arti dari kata itu dan penjelasan dari kata itu serta contoh penggunaannya. Dan disitu saya dengan mudah mempelajari dan memahami, baik secara niat atau kayak sekedar lewat saja. Tapi terkadang saya bisa memahami walaupun saya cuman sekedar scrolling.

P: Apa kelebihan belajar kosakata bahasa inggris di media sosial?

N: Kelebihannya dalam belajar kosakata di sosmed itu saya dengan mudah mempelajari banyak kata baru dan pembelajarannya sangat mudah di pahami dan saya tidak sulit lagi untuk mencari penjelasan dari buku dan lain sebagainya.

P: Apa kekurangan belajar kosakata bahasa inggris di media sosial?

N: Biasanya ada penjelasan yang kurang jelas, terlebit-belit dan terkadang ada beberapa konten kosakata yang memang saya susah pahami.

P: Apakah kalian menemukan belajar kosakata bahasa inggris di media sosial lebih efektif di bandingkan belajar biasa di sekolah?

N: Lebih efektif di sosial media, karena setiap harinya kita selalu memegang handphone, dan juga jika di bandingkan dengan belajar di sekolah, biasanya saya gampang bosan dengan penjelasan guru yang itu itu saja dan metodenya membosankan, sosial media menjadi sebuah media yang sangat menyenangkan untuk mempelajari sesuatu terutama belajar bahasa inggris, dan juga pastinya sangat mudah di pahami dan sangat fun.

P: Bagaimana cara kalian mengimplementasikan kosakata bahasa inggris dalam setelah belajar di media sosial?

N: biasanya ketika saya menemukan kosakata baru, biasanya saya mempraktekkan nya di depan cermin dan biasa juga saya dengan teman-teman saya juga biasa gunakan kata-kata yang saya temui di sosial media. Terkadang saya secara tidak sadar juga menggunakan kata-kata itu di kehidupan sehari-hari saya.

Narasumber: Ceni Anastasya

Kelas: XI IPS

Tanggal Wawancara: 29 November 2022

Tempat: SMA Al-Khairaat Palu

P: Apa yang kalian ketahui tentang media sosial?

N: Sosial media itu suatu media online yang memiliki fungsi untuk bersosialisasi atau menghubungkan koneksi dengan orang jauh.

P: Kapan kamu pertama kali menggunakan media sosial? Dan media sosial apa yang kamu sering pakai?

N: Pertama kali main Facebook, namun sekarang ini lebih ke Instagram dan Whatsapp.

P: Seberapa pentingkah media sosial dalam kehidupanmu? Kenapa?

N: Karena di sosial media, kita bisa dengan mudah mendapatkan informasi yang terbaru dan juga bisa berkomunikasi dengan orang yang jaraknya jauh dari jangkauan.

P: Konten-konten apa saja yang kalian minati di media sosial?

N: Banyak sekali konten yang saya temukan, namun yang saya minati saat ini konten edukasi seperti pembelajaran bahasa inggris, apalagi kosakata bahasa inggris.

P: Apa kalian pernah menemui kontek berbahasa inggris terutama kosakata bahasa inggris di sosial media?

N: ya, banyak sekali, seperti vocabulary, pronunciation, grammar dan lain-lain

P: Bagaimana kalian menggunakan media sosial untuk meningkatkan kosakata?

N: Sosial media sebagai media tambahan untuk saya belajar dari apa yang saya tidak pahami di sekolah, dengan cara menonton seperti biasa, secara tidak sadar kata-kata itu sudah teringat di otak saya dan disitu saya pelan-pelan memahami dan mempelajari bahasa inggris itu sendiri.

P: Apa kelebihan belajar kosakata bahasa inggris di media sosial?

N: Dengan belajar di sosial media, kita mudah memahami apa yang kita pelajari dari kosakata yang saya dapat seperti pengucapan, arti dan banyak hal lainnya.

P: Apa kekurangan belajar kosakata bahasa inggris di media sosial?

N: Selama saya menggunakan sosial media, saya tidak mendapatkan kekurangan dalam pembelajaran, apalagi di sosial media saya mudah memahami penjelasan yang ada, namun hanya saja saya gampang teralihkn dengan konten lain dan juga terkadang saya tidak bisa mengatur waktu saya dalam penggunaan sosial media.

P: Apakah kalian menemukan belajar kosakata bahasa inggris di media sosial lebih efektif di bandingkan belajar biasa di sekolah?

N: Iya, karena di media sosial itu kita bisa mengakses pembelajaran lebih mudah bahkan lebih lengkap dari yang saya dapat di sekolah.

P: Bagaimana cara kalian mengimplementasikan kosakata bahasa inggris dalam setelah belajar di media sosial?

N: Saya selalu dengan tidak sadar saya mengucapkan kalimat-kalimat bahasa inggris dengan kosakata yang saya lihat di internet, dengan ini, saya selalu mempraktekannya dengan teman saya dan juga saya selalu memberikan masukan ke teman saya berupa kosakata yang saya pelajari.

Narasumber: Maimunah Azahra

Kelas: XI IPA

Tanggal Wawancara: 29 November 2022

Tempat: SMA Al-Khairaat Palu

P: Apa yang kalian ketahui tentang media sosial?

N: Media sosial menurut saya sangat berguna, yah, buat mengeksplor sesuatu, untuk menambah wawasan, karena banyak juga di media sosial yang bisa di pakai untuk pembelajaran seperti aplikasi-aplikasinya atau banyak juga akun-akun yang bisa dipakai untuk belajar gitu.

P: Kapan kamu pertama kali menggunakan media sosial? Dan media sosial apa yang kamu sering pakai?

N: sekitar 2017 atau 2018 mungkin. IG, Line WhatsApp, TikTok

P: Seberapa pentingkah media sosial dalam kehidupanmu? Kenapa?

N: sebenarnya penting buat menghubungi keluarga sama bisa tau apa yang lagi trend sekarang. Karena kalo misal kita gak pake media sosial, kurang informasi yang nanti kita tau.

P: Konten-konten apa saja yang kalian minati di media sosial?

N: Kalo yang sering saya nonton sih biasa Youtube, seperti channel Jerome Polin, kayak ada battle adu pembelajaran gitu sama di IG kek konten bahasa Inggris

P: Apa kalian pernah menemui kontek berbahasa Inggris terutama kosakata bahasa Inggris di sosial media?

N: Pernah dan itu kebanyakan di Tiktok saya nemuin.

P: Bagaimana kalian menggunakan media sosial untuk meningkatkan kosakata?

N: saya biasa menggunakan satu aplikasi yaitu "Cake" untuk belajar pronunciation, vocabulary dan banyak hal.

P: Apa kelebihan belajar kosakata bahasa Inggris di media sosial?

N: Kita bisa banyak mengetahui hal-hal baru dan bisa tau arti suatu kata dan juga memudahkan dalam belajar kosakata baru.

P: Apa kekurangan belajar kosakata bahasa Inggris di media sosial?

N: Tidak ada, malah media sosial sangat membantu.

P: Apakah kalian menemukan belajar kosakata bahasa inggris di media sosial lebih efektif di bandingkan belajar biasa di sekolah?

N: Kadang kalo di sekolah itu susah di pahami, entah karena gurunya atau materinya, tapi saya lebih suka belajar melalui aplikasi di sosial media gitu.

P: Bagaimana cara kalian mengimplementasikan kosakata bahasa inggris dalam setelah belajar di media sosial?

N: Biasanya saya setelah nonton konten bahasa inggris, saya tulis dan baca ulang-ulang dan biasanya saya tanya sama orang-orang dan juga biasa ikut praktek sama teman saya, dan seperti itu berulang-ulang

Narasumber: Mutiara Fitriani

Kelas: XI IPS

Tanggal Wawancara: 29 November 2022

Tempat: SMA Al-Khairaat Palu

P: Apa yang kalian ketahui tentang media sosial?

N: Media sosial itu, karena saya pribadi jarang menggunakan sosial media, dia kayak media untuk berkomunikasi dengan teman, apalagi orang yang belum di kenal, kalo saya biasanya menggunakan untuk melihat postingan-postingan dari Bias, karena saya suka K-pop juga, suka cari quotes atau kata-kata untuk saya post biar teman saya lain lihat, seperti itu aja.

P: Kapan kamu pertama kali menggunakan media sosial? Dan media sosial apa yang kamu sering pakai?

N: Karena waktu saya pegang hape itu kelas 6 SD, jadi disitu saya pertama kali pake sosmed. FB.

P: Seberapa pentingkah media sosial dalam kehidupanmu? Kenapa?

N: Kalo saya gak terlalu penting, hanya untuk kalo ada waktu luang aja baru saya buka sosial media.

P: Konten-konten apa saja yang kalian minati di media sosial?

N: di facebook saya quotes pake bahasa inggris yang saya suka baca karean kan biasanya walaupun saya gak suka belajar bahasa inggris, dengan saya melihat konten itu saya bisa langsung nyantul di otak gitu loh, jadi saya bisa pergungan itu untuk kata-kata misalnya yang lain atau ada pelajaran, saya langsung tahu karena sebelumnya saya pernah liat. Terus suka liat postingan dari orang-orang yang saya fans

P: Apa kalian pernah menemui kontek berbahasa inggris terutama kosakata bahasa inggris di sosial media?

N: Setiap hari, bahkan sering. Biasanya di tiktok sama instagram

P: Bagaimana kalian menggunakan media sosial untuk meningkatkan kosakata?

N: Biasa kalo emang niat belajar, missal kalo ada kata-kata yang saya gak

ngerti dari teman, apalagi yang bahasa inggris, saya langsung melihat postingan yang di sosial media dan disitu saya juga tau dengan cuman menonton saja

P: Apa kelebihan belajar kosakata bahasa inggris di media sosial?

N: kelebihannya karena sosial media itu kan lebih serin di buka sama anak-anak sekarang, walaupun itu secara tidak sengaja dipelajari, itu juga bisa langsung nyantul di otak gitu loh

P: Apa kekurangan belajar kosakata bahasa inggris di media sosial?

N: Kekurangannya sih tidak ada, hanya saja beberapa yang bisa mengalihkan kita begitu.

P: Apakah kalian menemukan belajar kosakata bahasa inggris di media sosial lebih efektif di bandingkan belajar biasa di sekolah?

N: Ya, karena saya lebih suka aja kalo belajarnya sendiri dengan cara belajar di sosial media, saya bisa dengan mudah memahami daripada belajar di sekolah, bagi saya begitu

P: Bagaimana cara kalian mengimplementasikan kosakata bahasa inggris dalam setelah belajar di media sosial?

N: Saya biasa kalo belajar bahasa inggris dengan membaca novel berbahasa inggris dan menyanyi dengan lagu bahasa inggris untuk meningkatkan speaking saya.

Narasumber: Sakinah

Kelas: XI IPA

Tanggal Wawancara: 29 November 2022

Tempat: SMA Al-Khairaat Palu

P: Apa yang kalian ketahui tentang media sosial?

N: Yang saya ketahui tentang media sosial itu beragam, yah. Pertama mulai dari banyaknya situs-situs media yang menawarkan barang, pembelajaran dan lain-lainnya, jadi kita lebih mudah mengakses informasi di sosial media di banding kita harus susah-susah cari Koran yah di zaman dahulu. Seperti itu kurang lebih

P: Kapan kamu pertama kali menggunakan media sosial? Dan media sosial apa yang kamu sering pakai?

N: Kalo gak salah kelas 2 SD deh, Seringnya saat ini IG.

P: Seberapa pentingkah media sosial dalam kehidupanmu? Kenapa?

N: Kalo di bilang penting, penting banget. Karena pertama, informasi sama akses saya kan disosmed semua, mulai dari grup, grup sekolah, grup pemebelajran lainnya. Terus saya juga nulis, jadi harus di sosmed.

P: Konten-konten apa saja yang kalian minati di media sosial?

N: Kalo saya suka nonton self-love, self-education supaya lebih merawat mental health, lebih ke psikologi sih

P: Apa kalian pernah menemui kontek berbahasa inggris terutama kosakata bahasa inggris di sosial media?

N: Sering banget, banyak. Karena saya suka eksplor banyak hal, apalagi kalo udah ada yang lewat di FYP kan sangat bagus kalo kita nonton.

P: Bagaimana kalian menggunakan media sosial untuk meningkatkan kosakata?

N: Saya sih lebih sering melihat konten bahasa inggris berupa film, musik dan juga konten konten lain yang lewat di beranda saya. Jadi lebih mudah di tangkap, tidak susah pembelajarannya, tanpa kita sadari kita udah belajar banyak hal.

P: Apa kelebihan belajar kosakata bahasa inggris di media sosial?

N: Lebih mudah langsung masuk di otak, di banding kalo kita belajar langsung, yang harus pake banyak materi dan segitu ribetnya, tapi kalo di sosmed, karena kita sering gunakan sehari-hari, jadi terbiasa dengan itu, hal-hal menarik

P: Apa kekurangan belajar kosakata bahasa inggris di media sosial?

N: Kekurangannya mungkin kalo di bilang ada juga sih, banyak beberapa slang yang kita tidak mengerti, tidak dijelaskan, dan ada beberapa konten yang penjelasannya kurang aja.

P: Apakah kalian menemukan belajar kosakata bahasa inggris di media sosial lebih efektif di bandingkan belajar biasa di sekolah?

N: Kalo di bilang lebih efektif, jujur iya sih, karena kalo di sekolah terlalu berat materinya dan lebih banyak membahas soal teori ketimbang praktek itu sendiri. Kalo di sosmed lebih mudah di akses terus gampang dipahami.

P: Bagaimana cara kalian mengimplementasikan kosakata bahasa inggris dalam setelah belajar di media sosial?

N: Kalo saya pribadi saya mempraktekkan langsung bicara sama teman, kalo ada suatu ungkapan dalam bahasa inggris, saya biasa sering pake dalam kehidupan sehari-hari.

APPENDIX II
DOCUMENTARIES



APPENDIX III
CURRICULUM VITAE

A. RESEARCHERS/SELF IDENTITY



Name : Muhammad Zidan
Date of birth : Palu, 2nd of August 2000
Gender : Male
Address : Jl. Mangga 3 no. 26
Religion : Islam
Phone Number : 085389529145
Hobby : Reading a non-fiction book, learning new language,
playing video games and cosplaying
Email : frostydusttt@gmail.com

B. EDUCATIONAL BACKGROUND

1. Graduated elementary school in SD Al Khairaat Palu on 2012.
2. Graduated from junior high school in SMP Al Azhar Palu 2015.
3. Graduated High School in MA Alkhairaat Pusat Palu on 2018.
4. Begun to pursue a bachelor's degree at UIN Datokarama Palu in 2018, and graduated from the college on 2023.

C. JOB EXPERIENCE

1. Begun teaching English in 2016 as a private tutor.
2. Started to teach as a volunteer in 2018 at Panti Asuhan Kasih Sayang Anak Palu.
3. Teaching in Miftahul Khairaat foundation in 2020.
4. Became an online tutor in 2021 in Kin's English Online
5. Currently working as a English tutor freelancer in Jagobahasa.com

B. SKILLS

1. Teaching English
2. Editing
3. Designing
4. Cosplaying
5. Leadership