

# STUDENTS' PERCEPTION TOWARDS SOCIAL NETWORKING SITES IN ENHANCING ENGLISH VOCABULARY

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## ABSTRACT

The research aim is to investigate the students' perception towards social networking sites in enhancing English vocabulary with students of Management, Informatics and computer science Institute of AKBA in 2018/2019 academic year. The data were collected by using questionnaires and interview from 51 students as participants in this study. The data were then analyzed by using descriptive quantitative and qualitative method. The result of the study shows positive perception of students towards social networking site in enhancing English vocabulary. 94 % of respondents believe that their vocabulary mastery improves after using social networking sites. Long daily access allows them to have repeated action by reading status or words in pictures shared or listening to the video or audio share, then giving response by writing comment. Yet speaking practice is rarely used through social networking sites unless in real interaction.

**Keywords; Social Networking Sites, English Vocabulary, Students' Perceptions.**

## INTISARI

Tujuan penelitian ini adalah untuk mengetahui persepsi siswa terhadap penggunaan jejaring sosial dalam meningkatkan kosakata Bahasa Inggris pada mahasiswa Sekolah Tinggi Manajemen Informatika dan Komputer AKBA tahun ajaran 2018/2019. Data diperoleh melalui kuesioner dan wawancara dari 51 mahasiswa sebagai partisipan dalam penelitian ini. Data kemudian dianalisa secara deskriptif kuantitatif dan kualitatif. Hasil menunjukkan persepsi yang positif terhadap jejaring sosial dalam meningkatkan kosa kata Bahasa Inggris mahasiswa. Terdapat 94 % responden mengakui bahwa penguasaan kosakata mereka meningkat setelah menggunakan jejaring sosial. Penggunaan yang panjang setiap hari membuat mereka melakukan pengulangan dengan membaca status atau kata-kata yang dibagikan atau menonton video dan mendengar audio yang dibagikan



kemudian memberikan respon dengan menuliskan komentar. Akan tetapi, praktek berbicara jarang dilakukan melalui jejaring sosial kecuali dalam interaksi langsung.

## INTRODUCTION

Today internet technology is developing rapidly. Internet media plays a very important role in social life today because we can access various information that is very useful for the development of our knowledge, including teaching and learning material.

Social media is a medium that is utilized by people in carrying out a social interaction between one another through the internet. In addition, social media is widely used by people all over the world and when doing interaction with other from different countries, English Language becomes a tool of their communication. Moreover, some social networking sites have English instructions that make the users to involve with several English terms or words. Interestingly, they do it happily and unforcedly, even it could make them more curious when facing error. In contrast, facing the difficult words in English classes could be frustrated. Learning foreign language become a burden for learners.

Vocabularies are foundation in mastering the language both in receptive and productive activities. Nation (1983) stated that words are most frequently occurred in reading and listening as receptive activities. Developing the productive skills, speaking and writing, the learners should do repeat action on receptive skill i.e. reading word written on the board or listening the story told by the teacher. In addition, using social media in interaction, the words are firstly seen and heard from what people share or post. There would be more new words got every time accessing the social network.

Therefore, some researches were conducted to measure the relevance of social media and English language learning acquisition. Monica (2014) in her research revealed that the students of first semester in academic year 2013-2014 got improved in vocabularies during using Facebook than using traditional way only. This research was conducted in International Bussiness Department in Oradea University Romania. Another research carried out by Ismail, S. et.al (2019) in English Department of Islamic University of Riau shows that about 85 % of the students believed the usefulness, easiness, practicality of using social media in language learning. In addition, Sakkir, G. et.al. (2016) found that majority of students of STKIP Muhammadiyah Rappang had positive perception to use social media in writing classroom.



The above explanation describes none of the misconducted student of the technology institute has close relation to the social media using technology. Therefore, the researchers decide to investigate the Students' perception towards social networking sites in Enhancing English vocabularies in STMIKAKBA as the technology institute and also have 3 in 1 concept, Computer, English and Accounting.

## LITERATURE REVIEW

### 1. Social Media

Andreas Kaplan and Michael Haenlein (2010) 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. Social media serve more than just as a bridge to connect people. Miller *et al.* (2016) mentions that Social media is today a place within which we socialize, not just a means of communication. More than 65 social networking sites are using by today's people including Facebook, WhatsApp, Instagram, Youtube, Telegram, Twitter, Path, Line, BBM, Weibo, LinkedIn, Snapchat and others.

Recently, the use of different internet-based social networks and communication such as Facebook, Twitter, Youtube, LinkedIn, Telegram and WhatsApp has become popular for educational purposes (Fewkes & McCabe, 2012; Jovanovic *et al.*, 2012; Alabdulkareem, 2015). For learning purpose, each of these platforms has different characteristics of suitability (Calvo, Arbiol & Iglesias, 2014).

### 2. Vocabulary Learning

Vocabulary is the foundation of mastering the language. It needs long process and hard work to internalize in mind the word read or heard. The learners should do repeat action i.e. reading the word written on the board or listening a story told by teachers in the class in order to improve their productive skills (Nation, 1983:10)

Furthermore, Nation & Meara (2010) stated that vocabulary is complex that consist of three aspects i.e. form, meaning and use. Then, in teaching process, it should consider the lexical phrases and knowledge of English vocabularies to have deeply understanding of the words learned. Warschaur (1995) cited in Monica (2014) believes that having real communication could be undergone by the learners when interacting with others from different background of culture through social



networking. Therefore, the vocabulary learning could be based on the contexts that assist the learners to understand the meaning of the words they get.

### **3. Perception**

Shaver (1994) defines perception as an understanding of the world constructed from information obtained by means of the senses. Lewis A (2001) explains that the fundamental of perception is related to an experiencing of person or perceiver; secondly, that something is being perceived (either an object, person, situation or relationship); thirdly, there is the context of the situation in which objects, events or persons are perceived and finally, there is the process nature of perception starting with the experiencing of multiple stimuli by the senses and ending with the formation of perception.

## **METHODOLOGY**

The research was conducted at STMIK AKBA 2018/2019 academic year. The research population is STMIK AKBA students both in undergraduate degree and Diploma. The researchers took the sample of 51 students in detail, 17 students (33,3 %) in semester II, 14 (27,5 %) of students in semester IV, 11 (21,6%) of students in semester VI and 9 (17.7%) of students in semester VIII.

The data were collected by using questionnaires and interviews in order to get quantitative and qualitative data. The data were then analyzed by using descriptive quantitative and qualitative method. The response of students are then classified based on the topic and analyzed qualitatively in three steps; managing, interpreting and analyzing.

## **FINDING AND DISCUSSION**

### **1. Participants' Activities Using Social Media**

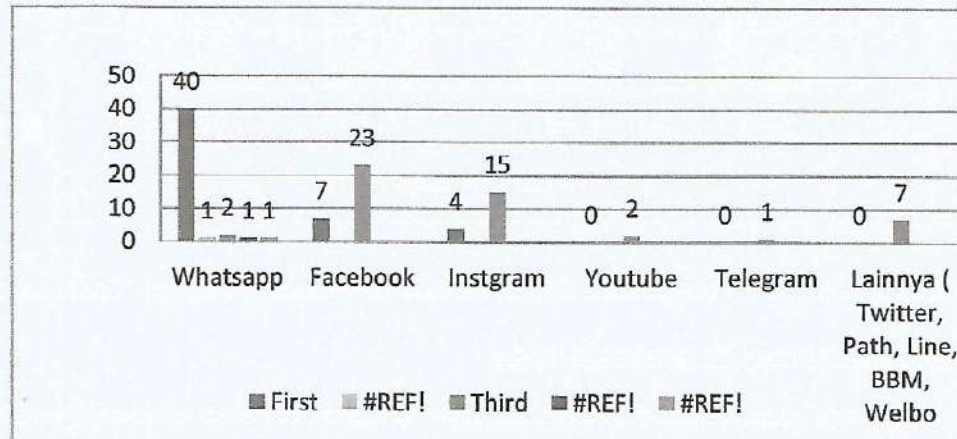
#### Social Networking Sites Access

Andreas Kaplan and Michael Haenlein (2010) 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. Social media covers many popular social networking sites such as Facebook, Whatsapp, Instagram, Youtube, Telegram, Twitter, Path, Line, BBM, Weibo, LinkedIn, Snapchat and others. As Social media statistic published 5<sup>th</sup> Mei 2019



on <https://www.brandwatch.com/blog/amazing-social-media-statistics-and-facts/> reported that among the social networking sites users, Facebook has 2.375 billion active users as of May 2019. It remains the top-ranked social platform.

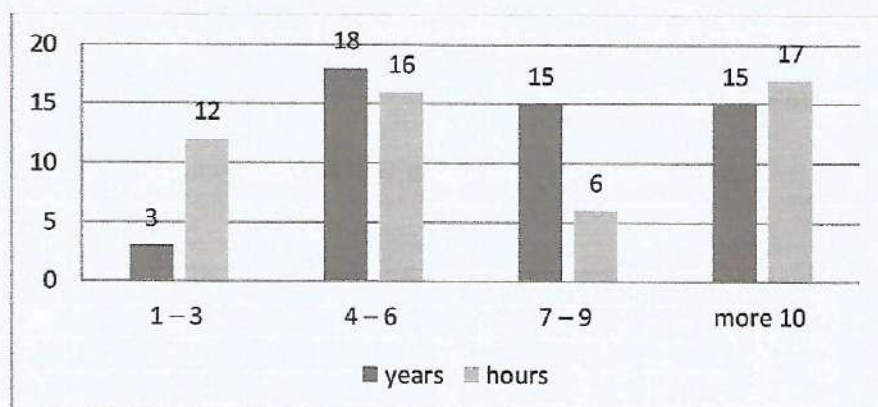
Figure 1. Tendency of students' Social Media Activities



However, Figure 1 shows that WhatsApp is the most social networking sites used by the students. 40 of 51 students said that WhatsApp is used more than the other social platform, including Facebook. WhatsApp is widely used to send private message including photo, documents, voice recording and video, besides making a phone and video call. It provides also various group functions that enable all members to post equally or share particular information needed as the same member of a group. Miller *et al.* (2016) mention that groups created on WhatsApp serve more than the network of anyone person. They may not be centered upon any one individual. They are particularly important since for young people such text-based communication has largely replaced voice-based use of the phone.

The average years and daily access spent of social media among students are varied. Most respondents have been social media users for 4 to 6 years. They spend 16 hours a day to access their social networking sites. 15 respondents have been active users for 7 to 9 years and merely spend 6 hours a day for their social networking sites. The same amount of students have been active users for 10 to up years, and there are 17 students who spend more than 10 hours in a day in accessing social media. While 3 respondents spend 12 hours a day as the newest social media users among others who just activated their social networking sites in 1 to 3 years. The detail could be seen in Figure 2.

Figure 2 : Length of Accessing Social Networking Site

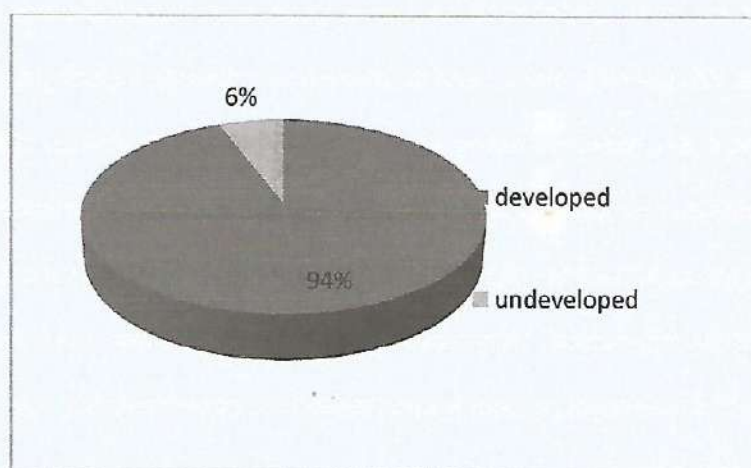


## 2. Students' Perception on the Use of Social media in enhancing English Vocabularies

### Development of Vocabulary through social media

The students' response on the question of their belief on the effect of social media access could improve their English vocabularies is positive. It is clearly shown in figure 3.

Figure 3. Students' Belief on The Influence of Social Media in Improving English Vocabulary



There are 94 % of respondents admitted that their vocabulary mastery increase as they access their social media. These respondents have been social media users for more than 4 years. Only 3 (6%) respondents believe that social networking activities could not improve the number of their English vocabularies. Monica (2014) states that "as the core of any language, Vocabulary is might be the most challenging and time consuming part of learning a foreign language. It takes time and flows like a continuous process. Throughout this process, learners become familiarized with the words they come across". The more they access the social media, the more possibility they get to pick the words. It supports the research carried out by Zakkir. G, et.al (2016) that shows the positive perception of participant intergrating social media in their writing classroom.



### Source of English vocabulary in social media

Figure 4. Source of English Vocabulary Found

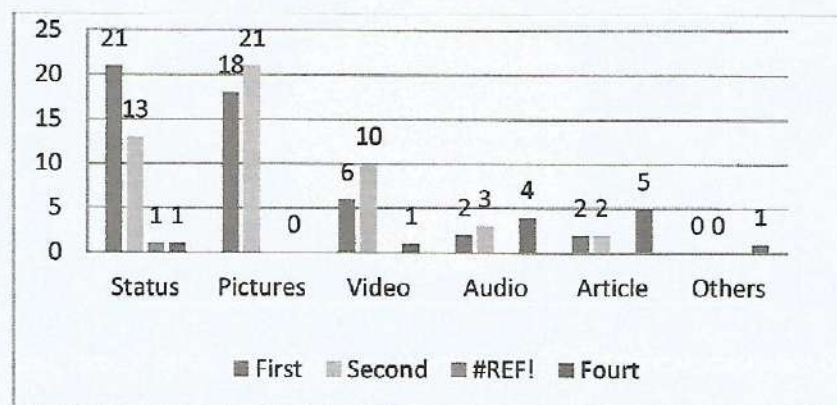
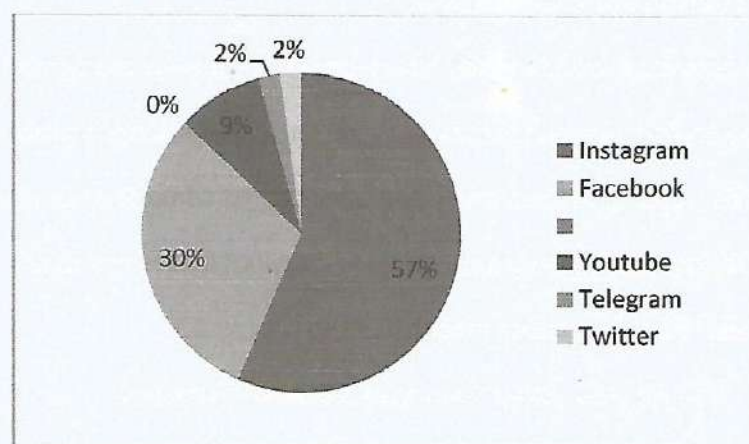


Figure 4 highlights that most respondents learn English vocabulary from users' status, then followed by pictures uploaded. This is included giving response or comment to friends' status. 6 respondents stated that they learn vocabulary from video uploaded, while 2 respondents learn it from audio. Video could be short movie, documenter, tips or tutorial. Yet, Audio is mostly songs. Articles are also helpful for two other respondents to increase their vocabulary mastery.

Figure 5. Social Networking Site Which Assist Students To Get Vocabulary



The data shown in figure 5 revealed that among social networking sites used by respondents, Instagram contributed the most English vocabulary to 57 % of them. 14 (30 %) respondents learned their vocabulary from Facebook, four (9%) respondents learned from Youtube, and three respondents got their English vocabulary from WhatsApp. Each, Telegram and Twitter also contributed to the vocabulary mastery for one respondent. Although, Whatsapp is the highest used, Instagram help them much to enhance their vocabulary mastery.

### The use of vocabulary grabed from Social Media

Figure 6. Way To Use Vocabulary Picked From Social Media

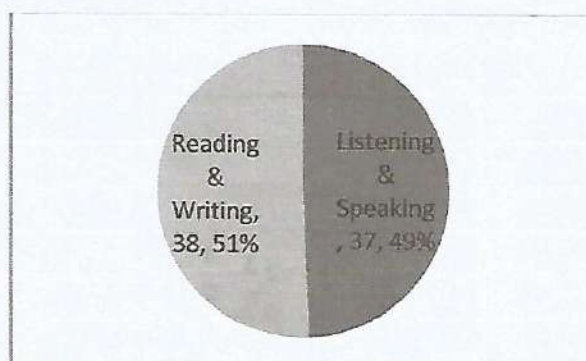
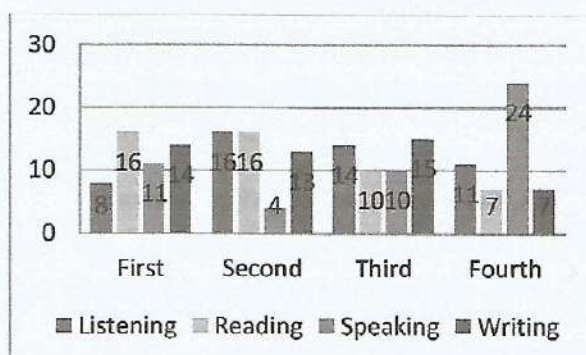


Figure 6 clearly shown that 38, 51 % respondents claimed that the vocabularies learned by the students through Social networking sites are really helpful for them to understand English phrase or sentences posted by other friends on their wall, understanding the articles, messages written on pictures shared, and even able to respond other users posts in English. It is related to the reading and writing skills.

There 37,49% respondents stated that they are able understand English sounds in video they watched or audio they heard, and able to communicate with other friends in English. Here, they practice their listening and speaking skills

In order to memorize vocabulary they have learned, some ways are applied such as talking with friends by using English, pronounce the words continuously, listening to radio, watching video, reading friends posts, reading articles and news, also posted some English words, phrases or sentences on wall. Taking note for newly word gotten and saving pictures or videos in phone memory are other ways to keep the vocabularies recalled.

Figure 7. Skills developed with new vocabulary





The vocabularies learned are really helpful on reading skills of 16 respondents, writing skill of 14 respondents, speaking skill of 11 respondents, and listening skill of 8 respondents. The high different numbers exist in speaking. There are 24 students think that speaking is the most difficult part to practice the word got across. It has correlation with what Nation postulated that productive skill especially speaking skill needs more practice to build confidence in pronouncing the words.

Fewkes & McCabe (2012), Jovanovic *et al.* (2012), and Alabdulkareem, (2015) have previously stated that the using social media in learning activities has been popular. The participants of this study believe that social networking site should be integrated in English learning particularly in developing the number of vocabulary as the basic of mastery the language. Some reasons stated namely (1). Social media is popular because most people around the world have their own social networking sites. Each has even more than one social networking site. Social media prepares many interesting information with various kind of media to be accessed. (2) Social media is easy and practical to be operated and enable people to communicate easily with many people directly. (3) Social media allow people to be connected with friends from all over the world. Therefore, learning English with native speakers is something easily conducted everywhere and every time. And (4) Social media is cheap and effective. The students do not need to spend much money for learning materials and easily shared to other friends. It would be paperless. It is a long with the research conducted by Ismail, S. (2019) that the popularity, easiness, practicality and effectiveness, worldwide networking are great consideration to intergrate the social networking into Language learning. Nevertheless, Calvo, Arbiol & Iglesias (2014) remind that for learning purpose, the teachers should consider the suitability of media and the learning target due to the different characteristics of each platforms.

## CONCLUSION

The study shows positive perception of students towards social networking sites in enhancing English vocabulary, 94 % of respondents believe that their vocabulary mastery improves after using social networking sites. Long daily access allows them to have repeated action by reading status or words in pictures shared or listening to the video or audio share, then giving response by writing comment, yet speaking practice is rarely used through social networking sites unless in real interaction. The participants also agree to utilize social networking sites in English language learning



particularly vocabulary mastery regarding on it popularity, easiness, practicality, effectivity, cheapness and worldwide networking

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