

**SOCIAL MEDIA AND ENGLISH VOCABULARY LEARNING: THE STUDY
AT SMK NEGERI 3 PADANG**

THESIS

*Submitted as a Partial Fulfillment of the Requirement to obtain a Bachelor of
Education (B.Ed) in English Language Education Program*



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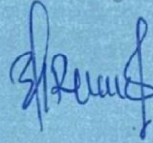
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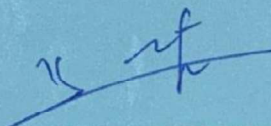
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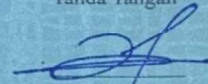
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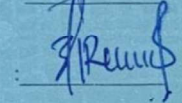
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ABSTRAK

Nelsi Yunisa, (2024). Media Sosial dan Pembelajaran Kosakata Bahasa Inggris: Studi di SMK Negeri 3 Padang. Skripsi. Padang: Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang

Penggunaan dan niat media sosial dapat memiliki berbagai efek pada kehidupan pengguna, tergantung pada seberapa sering dan bagaimana mereka menggunakannya. Orang-orang dapat belajar, bermain, dan berdiskusi dalam waktu yang lama satu sama lain melalui media sosial. Artinya, tidak hanya orang dewasa saja yang kecanduan menggunakan media sosial, tetapi juga para pelajar. Hal ini bisa saja berhubungan dengan pembelajaran bahasa Inggris, khususnya pembelajaran kosakata. Penelitian ini bertujuan untuk mengetahui apakah para siswa menggunakan situs media sosial untuk belajar dalam rangka meningkatkan atau menambah kosakata bahasa Inggris mereka. Lebih lanjut, penelitian ini diobjektifikasi di antara siswa EFL khususnya SMK Negeri 3 Padang di Indonesia. Populasi dan sampel untuk penelitian ini adalah siswa kelas 11 yang berjumlah rata-rata 303 siswa. Dalam penelitian ini, peneliti menggunakan kuesioner sebagai instrumen penelitian. Dengan demikian, hasil dari penelitian ini menunjukkan bahwa responden, siswa SMK Negeri 3 Padang, memanfaatkan media sosial untuk belajar kosakata bahasa Inggris karena mudah dan bermanfaat bagi mereka, yang juga menghasilkan kategori positif pada alasan menggunakan media sosial untuk belajar kosakata yang berarti bahwa mereka menganggap bahwa media sosial dapat membantu mereka dalam hal belajar. Meskipun demikian, masih ada beberapa tantangan yang dihadapi oleh para siswa ketika belajar kosakata melalui media sosial, seperti siswa dapat dengan mudah teralihkan oleh hal-hal lain dan juga tidak adanya fitur-fitur yang mendukung di dalam ponsel mereka yang membuat mereka merasa tidak nyaman ketika belajar.

Kata Kunci: Media Sosial, Pembelajaran Kosakata, Faktor, Alasan, Persepsi, Tantangan

ABSTRACT

Nelsi Yunisa, (2024). Social Media and English Vocabulary Learning: The Study at SMK Negeri 3 Padang. Undergraduate Thesis. Padang: English Language Literature Department. Faculty of Language and Arts. Universitas Negeri Padang

Social media use and intention can have a variety of effects on a user's life, depending on how often and in the way they use it. People could learn, play, and discuss for a long time with each other through social media. It means that there are not only adult people who are addicted to use social media, but also the students. It could have a relation with learning English, especially learning vocabulary. This study aims to find out whether the students use social media sites to learn in order to improve or increase their English vocabulary. Furthermore, this study objectified among EFL students especially SMK Negeri 3 Padang in Indonesia. The population and the sample for this study are the students in grade 11 which totally 303 students averagely. In this study, the researcher used questionnaires as instrument of this research. Thus, the result of this study shows that the respondents, students of SMK Negeri 3 Padang, utilize social media for learning English vocabulary because it is easy and useful for them, which also produce a positive category on reasons in using social media for learning vocabulary which means that they consider that social media can help them in terms of learning. Although, there are still several challenges faced by the students when learning vocabulary via social media, such as the students can easily get distracting by other things also having unsupported feature in their phone which leading them to discomfort while learning.

Keywords: Social Media, Vocabulary Learning, Factor, Reason, Perception, Challenges

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The researcher acknowledges that this thesis is not yet perfect, but nevertheless, it is hoped that this research will be beneficial to both the researcher and other researchers. Consequently, any criticism and feedback will be valuable for addressing the shortcomings of this research and making improvements for the next researches.

Padang, 14 August 2024

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Social media can affect people's life in every aspect by several ways according to the user's intention and frequency while using it. Social media which includes YouTube, Instagram, Twitter, Facebook, TikTok, etc., have increasing users each year. Social media users in Indonesia continue to increase. Starting from 2017, social media have 84 million users; in 2018, it increased by 13.3% to 95.2 million users; and in 2019, social media users became 107.2 million; Continuously, it will increase up to 10.2% in 2018-2023 (Jayani, 2020). Another survey, "*Digital 2021: The Latest Insights Into The State of Digital*", reported by *Kompas.com* stated that up to 170 million Indonesian citizens used social media throughout 2021, which increased for about 6.25% than the previous year. Furthermore, teenagers are the most common users on social media. The Central Bureau of Statistics of Indonesia (2021) noted that 88.99% of children aged five and over use technology for social media instead of other purposes. Furthermore, according to a survey by UNICEF and the Ministry of Communication and Information Technology (Kemkominfo), 79.5 percent of children and adults in the study use the internet, with young children and adolescents

accounting for 98 percent of all users. These claims prove that social media is attached to a human's life and can be addictive to use.

Due to the increasing users of social media, including students, a question raised “what are they doing on social media?” People use social media for sharing, communicating, and collaborating or even playing (Jayani, 2020). This means that people could learn, play, and discuss with each other through social media. In case, students mostly spend amount of time on social media (Yunus et al., 2019). Indonesian citizen cannot be possibly separated from using social media, especially among teenagers (Cahyono, 2016; Putrawangsa & Hasanah, 2018 cited in Woods et al., 2019). These statements show that there are not only adult people who are addicted to use social media, but also the students. It could have a relation with learning English. As we know that people nowadays could learn language through the internet as the medium of learning. In addition, not all students utilize social media for learning English, especially for improving their vocabulary. The main reason for people's use of social media is to enjoy the time and have fun (Gedik & Cosar, 2020).

Vocabulary can be defined as a part of language pedagogy which is a necessary part in learning language (Alqahtani, 2015 & Tehranian, 2013) Tehranian, 2013). It is the basic foundation of a language. Vocabulary plays an important role in increasing reading and other skills among non-native learners (Carlisle, Beeman, Davis, & Spharim, 1999). Indeed, increasing vocabulary mastery will also improve other skills such as reading, speaking,

listening, and writing especially for the foreign learners. Moreover, English is acknowledged as the lingua franca of languages (Bown & Pullen, 2020). Moreover, vocabulary learning is one of the most important parts of language learning and often seen as an important tool for second language learning. Thus, as an international language, English becomes necessary to learn for the learners in school. This means that to master a language, learners must first know the basic foundation, namely vocabulary.

Furthermore, vocabulary is said to be the necessary part of language learning which is also supported by (Alqahtani, 2015) and Tehranian (2013) who mentioned that vocabulary development is a crucial component of language learning and a crucial component of language education. Thus, learning vocabulary is not easy. It should be provided by the right way of learning. Students have the potential to increase their vocabulary when using social media by employing techniques like communicating with other users in comment areas, which will provide them the opportunity to learn new words (Sivagnanam & Yunus, 2020). One of the ways to learn vocabulary is through social media. As most students have social media, it makes it easy for them to learn new vocabulary by exploring the tons of content on social media sites.

A study by Abbas et al., (2019) mentions that social media helps EFL learners to improve their English vocabulary through their interest. Nevertheless, this study was conducted in Pakistan, also it focused on Facebook and YouTube. Another study by Indari & Cahyani Putri (2018)

focused on the effect of using social media on high school students' vocabulary enhancement. This study used similar social media as previous research that was Facebook, which also focused on high school students. Another previous study by Sivagnanam & Yunus (2020) stated that the utilizing of social media serves as an interactive tool which helps ESL learners to learn subsequently. The study focused on how ESL students utilizing social media as well as their motivation and challenging in learning vocabulary through it. In addition, the study focused on primary school with the participants with age average nine to ten-year-old students as an ESL which was conducted in Malaysia.

Based on the researcher's experience while training in SMK Negeri 3 Padang, the researcher found that there were still many students who did not master English vocabulary. This is considered as one of the factors that prevent their communication with others. Therefore, this study aims to find out whether the social media can be a learning platform for learning English vocabulary by the students. Furthermore, this study objectified among EFL students especially in one of vocational high schools in Indonesia. In this study, the researcher used questionnaires as a tool to give information whether the students can learn English vocabulary through social media., so that this study would give information that useful later as the proof of whether the social media can help the students on their English vocabulary. This issue is discussed in this paper.

B. Identification of the Problem

Based on the background of the problem above, there are three problems that are identified. First, social media is famous as a tool for entertainment, communication and learning. There are so many functions of social media that are utilized well by students. However, many students are influenced by both positive and negative factors in using social media. However, these factors (both external and internal) will greatly influence or become the reason why most students start using social media. Therefore, it is worth to pay attention to what kind of factors that could encourage students to use social media.

Second, everyone has their own reasons of using social media, both for daily needs and just for temporary pleasure. Likewise, with high school students, they also have their own reasons of social media. However, many social media include English words, either from the application directly or from uploaded content, which indirectly and unconsciously allows the addition of new vocabulary for students. What are the students' reasons about social media which is not only a medium of entertainment but can also be a medium of learning, especially the addition of knowledge, such as vocabulary.

Third, as a tool that is widely used by students for both entertainment and learning, social media is very easy to use. In vocabulary learning, social media provides many features such as spell checking, translation, comments, etc. which makes it easier for students to learn and correct their

spelling. However, all this does not deny that there are still many challenges faced by many students in studying via the internet.

Fourth, if there is a factor which can influence people to use social media, surely there is also an effect for the learners while using it to learn English. The effect could be both in a positive and in a negative. If the effect come in positive ways, of course it would benefit the learners. Unfortunately, the effect could be coming in negative ways. It will not be good for the learners over a continuous period of time.

C. Limitation of the Problem

Based on the identification of the problems above, the researcher limits the topic to be studied is to investigate whether the use of social media sites could be a platform for learning vocabulary by students in SMK Negeri 3 Padang. Specifically, to find out the factors causing students to use social media, students' reason of social media to learn vocabulary, and the challenges faced by students while learning vocabulary through social media.

D. Research Questions

1. What social media are used and the factors causing the students to use those social media?
2. What are the reasons students use social media to develop vocabulary?

3. What challenges are faced by students when using social media to learn vocabulary?

E. Purpose of the Research

1. To find out what kind of social media used and the factors that causing the students to use social media
2. To find out the students' reasons on the use of social media in developing vocabulary
3. To find out the challenges faced by students when using social media to learn vocabulary.

F. Significance of the Research

The findings of this study may be useful to students, educators, and social media users in the twenty-first century. Furthermore, it will demonstrate to students that social media can be used for academic purposes rather than just entertainment. This study also helps educators consider social media as the primary platform for teaching, and it may change educators' attitudes toward the use of social media. The findings of this study also encourage social media users to recognize and comprehend the use of social media as a learning platform, especially to improve the vocabulary mastery. In addition, this study will help further researchers to provide more evidence, additional information and clarity concerning the influence of using social media sites in learning English vocabulary among EFL learners.

G. Definition of the Key Terms

To avoid misunderstanding of the concepts in this study, some definitions are provided as below:

1. Social Media

Social media is a network system that individuals use to communicate with one another in online communities, such as sharing messages, opinions, viewpoints, information, images, videos, and other types of content.

2. Vocabulary

Vocabulary is regarded as one of the most essential components of language acquisitions, and it is frequently regarded as a crucial tool for second language acquisitions.