

# THE CHALLENGES OF USING SOCIAL MEDIA APPLICATIONS IN LEARNING ENGLISH AS A FOREIGN LANGUAGE AT BUSINESS ENGLISH COMMUNICATION PROGRAM

Andi Nurul Andini<sup>1</sup>, Andi Anto Patak<sup>2</sup>, Fatimah Hidayahni Amin<sup>3\*</sup>

<sup>1,2,3</sup>English Department, Universitas Negeri Makassar, Indonesia

E-mail: [1anurulandini@gmail.com](mailto:1anurulandini@gmail.com), [2antopatak@unm.ac.id](mailto:2antopatak@unm.ac.id), [3\\*fatimah.hidayahni@unm.ac.id](mailto:3*fatimah.hidayahni@unm.ac.id)

\*corresponding author

## ***Abstract***

*This study aims to identify and explain the challenges Business English communication programs face when learning English through social media Instagram, TikTok, YouTube and Twitter. Qualitative methods are used in this study. This study uses interview questions to collect data, the participants of this study are seven students from the business English communication program. Based on research findings, it can be concluded that there are many challenges that cause difficulties when students use social media to learn English. This is a tool that students use to monitor boredom, social media, and mixed video and social media.*

**Keywords** — *Challenges, Learning English, Social Media.*

## **INTRODUCTION**

Technology sometimes evolves rapidly. Initially, letters were used to inform family, relatives, and friends. Now it is enough to type a message on your mobile phone and you can share it with anyone without any distance restrictions. Once you are connected to the Internet, everything becomes much easier. One of them is social media. It is a medium for mutual social communication that takes place online and allows people to interact with each other without spatial and temporal boundaries.

Social media can be understood as digital platforms that provide all users with the opportunity to carry out social activities. The various activities that can be carried out on social media include providing information and content in the form of text, photos and videos, as well as communication and interaction. Various information within shared content can be made available to all users 24 hours a day. Social media itself is fundamentally part of the

development of the Internet. According to Henderi (2007), social media is a social networking site where individuals create public or public profiles in a restricted manner, list other users they are connected to, and view the list. and explore. connection of other users of the system.

Social networks are also widely used by students, especially in studying to support learning activities. In addition, students also need social networks as a means of communication with their lecturers and friends to discuss assignments and study activities. The use of media in the learning process in higher education is associated with the psychological development and ability level of students participating in the learning process, in accordance with their interests and aptitudes. students and has the ability to arouse students' desire to learn. This generation's learning style tends to be independent and self-reliant. However, they constantly seek information and consciously choose the learning model that suits them. They also actively desire diverse learning models and tend to quickly get bored with conventional learning models with limited resources and models (Barnes, Marateo, Ferris, 2011). The 21st century emphasizes students' ability to think critically, connect knowledge to the real world, master information technology, communicate and collaborate. The acquisition of these skills can be achieved by applying appropriate learning methods in terms of mastery of the material and skills. In addition to choosing appropriate learning methods, learning media and resources also play an important role in achieving effective teaching and learning processes. Through these content sharing sites, people create various media and posts to share with others. The researchers selected four commonly used social media networks, specifically from different types of social media networks.

a. Instagram

Instagram is a visual social media platform and application where users share photos and short videos. Launched in 2010, Instagram has evolved from just sharing photos to include many features such as Reels, Stories, Filters, Posts, Live, IGTV, and more.

b. Twitter

Twitter could be a microblogging and social organizing stage that permits clients to post and associated with brief messages known as "tweets." Propelled in 2006, Twitter rotates around the concept of following other clients and being taken after to get and share real-time upgrades.

c. YouTube

YouTube may be a site where clients can spare, watch, and publicly share recordings.

YouTube is the most excellent put to share recordings from all over the world, extending from brief recordings, instructional exercises, vlogs, brief movies, motion picture trailers, music, instruction, liveliness, amusement, news, tv and numerous other curiously information. It's a implies, with the increment in smartphones and web clients, YouTube recordings are getting to be increasingly different.

d. TikTok

TikTok is a social networking app and music video platform that allows users to create, edit and share short videos with filters and background music. This app allows users to quickly and easily create unique short videos to share with friends and the world.

Learning a foreign language is not easy. One of them is aimed at English language students. English as a Foreign Language or (EFL) refers to the study of English by non-native speakers in countries where English is not the dominant language. The purpose of EFL is to develop English language skills for example business, travel or school purposes. Emphasis is on practical communication skills rather than mastery of grammar rules. According to Chodijah (2000), learning English is very important for all groups from childhood to adulthood because it is an international language that everyone must learn. English must not only be understood and understood, but also learned.

Part of the language program involves teaching the language components when learning a new language. In general, the language component is composed of three elements: grammar, vocabulary, and pronunciation. Kasihani (2007) describes the components.

- a. Grammar or dialect rules are the designs and rules that must be taken after in case you need to memorize a dialect legitimately. When learning English, term structure and language structure are frequently utilized as this to begin with component. This component is the dialect system that your dialect must take after in order to be accepted.
- b. Vocabulary may be a collection of words that have a place to a dialect and donate meaning when we utilize that dialect. It is said that there are around 500 English words that rudimentary school understudies have to be learn.
- c. Pronunciation could be a way of articulating words from a dialect. English discourse is exceptionally diverse from the discourse framework of the mother tongue and Indonesian.

Apart from the components, there are four English skills that can make it easier for you to deepen your knowledge of English, namely:

a. Listening

For beginners, it can be said to be quite difficult compared to other principles. Listening is material that is in synergy with reading material. But the context is different, because there is no repetition like in reading. Listening is based on a good sense of hearing. Apart from that, of course you also need to understand the vocabulary to get points with the principle of listening. So, if you just listen, you can't understand what is being said. However, if people can listen, they probably don't know any English at all. So, listening is a factor that supports English language skills in more detail and depth.

b. Reading

How to read well is the main lesson that must be fulfilled as the main requirement for a beginner who wants to learn a language. Look at the words printed on paper, whether on banners, posters, stickers, and so on. Often it is someone's first experience of seeing a language even if they don't understand it, but at least they know it is a language. In this (Reading) principle, readers will immediately know how language is used and how each sentence is structured, as well as how each word combined can have meaning and feeling. Reading is a process for someone to understand any writing. Which is why reading will naturally attract interest in someone.

c. Speaking

Speaking is the main aspect of language that is most frequently used by most people. Unfortunately, it's also quite difficult to master. A person speaking a foreign language has no time to correct themselves – once the spoken words come out, it doesn't matter whether they are right or wrong. Talking to other people who are fluent in the language is the best way to improve, and practicing this way is very effective for perfecting language skills. However, it is also important to remember that the only way to perfect Speaking skills is by listening, that way we can find out the correct pronunciation of words.

d. Writing

The fourth basic English skill is writing. This skill is no less challenging than other skills. Currently, writing skills are also quite important, apart from being able to be used to communicate, with writing skills we can create writing such as novels, poetry or other forms of writing in English. To practice this skill, you can do this by reading more or reading English writing.

Learning English as a foreign language can present some challenges. Below are some common difficulties that learners often encounter:

- a. Pronunciation: English articulation can be challenging due to its changed spelling designs and elocution rules. Diverse complements and territorial varieties can assist complicate the learning process.
- b. Grammar Complexity: English language structure can be perplexing, with various rules and special cases. Understanding verb tenses, sentence structures, and word arrange can be overwhelming for learners.
- c. Vocabulary: English features an endless lexicon, and learning unused words and their implications can be overpowering. Furthermore, figures of speech, phrasal verbs, and colloquial expressions can posture challenges for learners.
- d. Listening Comprehension: Understanding talked English, particularly in normal discussions or fast-paced discoursed, can be challenging. Complements, slang, and fast discourse can make it difficult for learners to get a handle on each word.
- e. Speaking Familiarity: Creating familiarity in talked English takes time and hone. Learners may battle with finding the correct words, building sentences, and keeping up a smooth stream of speech.
- f. Cultural Setting: English is profoundly established in social setting, and understanding social references, humour, and colloquial expressions can be challenging for non-native speakers.
- g. Fear of Making Botches: Numerous learners feel self-conscious almost making botches when talking English. Fear of judgment or humiliation can prevent advance and confidence.
- h. Limited Presentation: Get to English-speaking situations and local speakers may be constrained, particularly for learners in non-English-speaking nations. Need of hone openings can moderate down progress.
- i. Overcoming the Mother Tongue Impact: Learners' mother tongue or local dialect may have diverse sentence structures, linguistic use rules, or elocution designs, which can meddle with English dialect acquisition.
- j. Motivation and Consistency: Learning a remote dialect requires reliable exertion and inspiration. Keeping up eagerness and teach all through the learning travel can be challenging.

Despite these challenges, with persistence, practice, and effective study strategies,

learners can overcome these obstacles and make significant progress in their English skills. Finding resources, engaging in conversations, and immersing yourself in the language can greatly enhance the learning experience.

## **METHODS**

### **1. Research Design**

Qualitative research involves investigating natural phenomena or symptoms as a way of conducting research. Qualitative research is fundamental, grounded in real-life experiences, and can be carried out in real-world settings rather than in a controlled environment such as a laboratory. According to Bogdan and Taylor (1982), qualitative research is a method of research that generates descriptive data through written and spoken words of people and their observable behaviors. This approach takes a holistic approach to addressing both the environment and the individual.

### **2. Data Analysis**

Data analysis involves the thorough examination, adjustment, and representation of data in order to uncover valuable information for researchers to make informed decisions regarding their research queries. The study explores the difficulties that occur when incorporating social media apps into the teaching of English as a second language within a business communication program. Once the data was gathered, the researcher employed collaborative data processing to review the interview data and survey results for reliability. They subsequently conducted thematic analysis to reprocess the data.

## **RESULTS**

This study examines the challenges at Business English Communication program, when using social media applications in learning English. Research results were obtained from interviews.

In interviews, students expressed the difficulties they faced while learning English using social media. The difficulties faced by students vary, starting from difficulties outside the application, such as network problems, learning to use social media in learning English, usually not specific, posts on social media are mixed and not detailed, making students sometimes find

it difficult to learn English. via social media. but there are some students who have no difficulty in learning English through social media. These are proven by the following responses:

Extract 1:

*Kesulitannya biasanya belajar melalui media sosial seperti tiktok, pembelajarannya tidak begitu terlihat, maksudnya belajar menggunakan tiktok tidak begitu spesifik, tapi jika di pelajari lebih lanjut atau lebih mendalam kita dapat bisa lihat apa pembelajaran yang bisa kita ambil (S1).*

Translation: The difficulty is usually learning through social media such as TikTok, the learning is not very visible, meaning learning to use TikTok is not very specific, but if we study it further or in more depth, we can see what lessons we can take.

Students also talked about features which were difficult and enjoyable for them to be used as a medium for learning English. Some students said that the duration of social media applications was not satisfied because it tended to be short but some admitted that the features in social media were fun and enjoyable. Meanwhile, a fun feature for students is the auto translate feature which makes it easier for students when they do not understand what is being said in the video they are watching. This is proven by the following responses:

Extract 2:

*Fitur yang menyulitkan itu ada pada durasi, saya kan memakai instagram nah, di instagram tersebut batas durasi hanya satu menit, dan saya merasa itu menyulitkan karena merasa tidak puas untuk menonton, apalagi jika video yang ditonton itu memiliki kelanjutan kita mesti mencari lagi kelanjutan itu, kalau fitur yang menyenangkan itu ada di auto translate yang memudahkan kita untuk menerjemah deskripsi atau komentar seseorang yang ada di kolom komentar, membuat kita tidak susah untuk membuka aplikasi lain contohnya aplikasi translate untuk menerjemah kata atau kalimat yang tidak dipahami (S6).*

Translation: The feature that makes it difficult is the duration, I use Instagram, on Instagram the duration limit is only one minute, and I find that difficult because I don't feel satisfied watching, especially if the video we are watching has a continuation, we have to look for that continuation again. if the fun feature is in auto translate which makes it easier for us to translate someone's description or comment in the comment's column, it makes it easy for us to open other applications, for example the translate application to translate words or sentences that we don't understand.

In interviews, students revealed that they had experienced difficulty understanding the meaning, meaning or contents of the English videos they were watching on social media. There were several answers given by students. Some students explained that they had difficulty if the video they were watching was not clear, which made it difficult for students to understand what the video they were watching meant. However, some of the students also stated that

while using social media as a medium for learning English, they had no difficulty knowing the meaning of the video they were watching. This is proven by the following responses:

Extract 3:

*Pasti merasa kesulitan jika video yang ditonton kurang jelas atau video itu tidak mencantumkan deskripsi mengenai video tersebut (S5).*

Translation: You will definitely find it difficult if the video you are watching is not clear or the video does not include a description of the video.

Students expressed their solutions if they had difficulty finding the meaning of the video, they were watching by looking for the word or sentence that was most emphasized, or what the topic of the video they were watching was. Not only that, students also expressed that if they found it difficult to understand the English video they were watching and wanted to know what the meaning or what was being discussed in the video, they simply relied on the features provided by social media, for example the auto translate feature or the subtitle feature. can be set in various languages which makes it easier for students to understand the meaning of the video they are watching, or by searching for the video in other applications, because according to students the video they are watching will usually be reposted by accounts in other applications such as TikTok, Twitter, etc. This is proven by the following responses:

Extract 4:

*Sekarang fitur dalam media sosial itu beragam, contohnya fitur auto translate atau fitur subtitle yang kita bisa setel berbagai bahasa yang bisa memudahkan kita jika tidak memahami apa makna dari video yang ditonton, atau kita bisa mencari makna video itu di aplikasi lain karna menurut saya video yang di tonton itu pasti akan di posting ulang oleh akun lain di aplikasi lain seperti tiktok, twitter dan sebagainya (S4).*

Translation: Now the features in social media are varied, for example the auto translate feature or subtitle feature which we can set in various languages which can make it easier for us if we don't understand the meaning of the video we are watching, or we can look for the meaning of the video in other applications because in my opinion the video is if you watch it, it will definitely be reposted by other accounts on other applications such as TikTok, Twitter and so on.

Students' difficulties also arise from feeling bored when learning English using social media. Students expressed their boredom when watching videos on social media, where the videos they watched were just the same ones, or videos that were usually repeated, even because they did it every day, so students felt bored. This is proven by the following responses:



Extract 5:

*Sejauh ini kalau dibilang bosan pasti bosan kalau video yang di tonton hanya itu-itu saja, tapi kalau videonya bervariasi pasti rasa bosan itu tidak ada karna menarik untuk di tonton (S1).*

*Translation: So far, if you say you are bored, you will definitely be bored if you only watch the same video, but if the videos are varied, you will definitely not feel bored because it is interesting to watch.*

In interviews, students talked about their difficulties in carrying out conversations in English with the help of social networks as a means of learning English. The student explained that even though he was helped by social networks, he still felt the difficulty. The students' difficulty lies in pronunciation, because according to the student, there is often a phrase or word that is difficult or difficult to pronounce. This is proven by the following responses:

Extract 6:

*Kesulitannya pasti ada pada pengucapan, Biasanya pengucapannya sulit untuk ditiru oleh kita (S2).*

*Translation: The difficulty is definitely in the pronunciation. Usually, the pronunciation is difficult for us to imitate.*

Students explain their opinions on the difference between learning English through social networks and without using social networks. There are different opinions of students about these differences, starting from the fact that if you use social networks as a way of learning English it will be more interesting because of the diverse way of presenting material. more format and interaction for students to use social networks to learn English to do so. does not get boring and students can learn by using media. Social networks anytime, anywhere, even learning using social networks also helps students easily find the learning materials they want to study. Meanwhile, if not using social networks as a way to learn English, ordinary students will quickly feel bored and monotonous. However, when it comes to students who have different opinions from other students, students expressed that the difference lies in their impressions. According to students, using social networks to learn English is indeed very easy and can be done anywhere, but students will also feel bored because they study alone, unlike not using the Internet. Social activities, such as study groups, can create feelings of comfort. Enthusiasm for yourself and others. This is proven by the following responses:

Extract 7:

*Menurut saya kalau menggunakan media sosial untuk belajar Bahasa Inggris itu menarik karena videonya beragam dan tidak monoton, sedangkan jika menggunakan media sosial pasti bisa dirasakan oleh orang-orang yaitu merasa bosan dan monoton (S6).*

Translation: In my opinion, using social media to learn English is interesting because the videos are varied and not monotonous, whereas if you use social media people can definitely feel bored and monotonous.

Extract 8:

*Menurut saya ada pada kesannya, misalnya jika menggunakan media sosial memang gampang dan bisa di lakukan dimana saja tetapi kita bisa merasa bosan karna kita belajar sendiri, berbeda dengan tidak menggunakan media sosial contohnya belajar di dalam kelas, belajar santai beramai-ramai itu bisa menimbulkan semangat bagi diri sendiri dan orang lain (S4).*

Translation: In my opinion, there is an impression, for example, if using social media is easy and can be done anywhere, but we can feel bored because we are studying alone, it is different from not using social media, for example studying in class, learning in a relaxed group can create enthusiasm. for yourself and others.

## DISCUSSIONS

The challenges are all difficulties experienced by the students in using social media to learn English. The difficulties students face while using social media to learn English can be categorized based on the applications they use.

### a. TikTok

The difficulties students have with the TikTok social media application are that learning to use TikTok is not very specific, the duration of time is relatively short, making the TikTok application not very visible or specific. The results of this study are supported by the results of research conducted by Bahri (2022) that content creators on TikTok should pay more attention to intonation and tempo of voice when conveying varied material and images. Remembering that content creators have a short duration so they are required to always provide benefits and make the learning process not boring for users.

### b. Instagram

Student's difficulties with the Instagram app included mixed and sketchy posts, causing some students to have difficulty using the Instagram app. This study is consistent with the findings of Liany (2021), who stated that Instagram has shortcomings in learning certain aspects of English, specifically less detailed and in-depth explanations.

c. Twitter

Students' difficulties with the Twitter application are limited interactivity, Twitter tends to be more suitable for short and quick interactions, such as comments or short responses. Therefore, Twitter is less supportive for deeper types of interaction or learning that involves longer or more in-depth conversations. Besides that, many Twitter users abuse it by uploading information that is incorrect or useless. This agrees with the results of Bandjar research (2018) which clearly states that some other users, sometimes Twitter users, use Twitter to spread hoaxes, SARA issues and there are also people who use Twitter as a means of campaigning (black campaign).

d. YouTube

The challenges that students face with the YouTube app are that the quality of content is different, and the quality of learning videos on YouTube is also very different. Some videos can be very informative and useful, while others lack depth and precision. Therefore, students need to do some research to find videos that suit their learning needs. This is consistent with the research results of Rasman (2021). It says that using the YouTube social network can be abused by users for useless things, because downloading is so free that many useless or pornographic videos are also downloaded, so there is a lot of information. False information can easily affect students.

Despite the difficulties faced by some students in using the social media applications TikTok, Instagram, YouTube and Twitter, some of them did not encounter any difficulties when learning English using these social media applications. Because students can be aware of these shortcomings, and maximize the benefits while overcoming potential obstacles.

The difficulties faced by students in the features of social media applications for learning English, students find it difficult to use the time duration on applications such as TikTok and Instagram. Students feel dissatisfied when watching an English learning video because it is limited by a time duration of only one to two minutes, this makes students less likely to understand the meaning conveyed by the video they are watching.

Difficulties that students encounter in understanding the meaning of what is conveyed in English videos on social networks. Students often have difficulty understanding the meaning conveyed in the videos they are watching. If video is not understood, students will search for content similar to other social media and use accessible social media features to view new posts.

Feeling bored is also a difficulty or challenge for students to learn English through social media. Students also feel bored when learning English via social media, where videos on social media will usually be repeated because several accounts will upload the same video, this can make students bored and their focus will be disturbed.

Students expressed their difficulties when carrying out English conversations assisted by social media as a means of learning English. Even though they were assisted by social media to learn English, students were not fully able to apply what was assisted by social media, especially carrying out conversations in English, because according to There are several words or sentences that they think are difficult for students to pronounce even though they have been helped by social media.

Students expressed the difference between learning using social media and not using it. Some students think that using social networks to learn English is more interesting because the presentation of materials on social networks is very diverse and interactive, students can even learn English anywhere. and whenever they want and learning using social networks makes it easy for students to find materials. what lessons they want to learn? Meanwhile, when studying without using social media, students said they would quickly feel bored and monotonous. But as for students who have different opinions, students expressed that the difference lies in their impression, using social media to learn English is indeed easy and can be done anywhere, but students will also feel bored because they study alone, which is different from not using social media. For example, studying in a classroom or studying in an open space with a group of friends can create a sense of enthusiasm for yourself and others. This is confirmed by Nugraha & Winiarti (2014) who involve video technology in learning can increase learning abilities by 50% compared to without using media.

## CONCLUSIONS

Difficulties faced by students when using social media as a medium for learning English. Some of the difficulties they experience include, based on the applications they use, getting bored quickly, monitoring social media use, and mixing videos on social media.

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