

THE USE OF SOCIAL MEDIA IN LEARNING ENGLISH VOVABULARY

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Abstract

This study aims to describe how the use of social media in the process of learning English vocabulary. This study uses a qualitative method using a descriptive approach. To achieve the research objectives, data were obtained through observations and interviews. The participants included in this study were 25 students of class VIII.A SMPN 03 Mattiro Sompe Kab. Pinrang as who have passed the required criteria (cluster random sampling). The results of this study indicate that social media can be used as, (1) learning medium because it is easily accessible. (2) as an information source for teachers and students (3) Increase students' motivation in learning English. (4) Increase students' vocabulary to make it easier for students to learn English. (5) Get used to listening and reading English words on social media. (6) Whataapp and YouTube are used as media alternatives in English learning.

Keywords- *Using, Social Media, WhatsApp and YouTube, Learning Media, Vocabulary.*

INTRODUCTION

English is one of languages that we use around the world to communicate. One of the methods for teaching vocabulary is to use the internet. As the internet has grown in popularity, online learning has gained traction in a number of nations with the result that face-to-face discussions and the use of paper resources continue to dominate public education. As one of the most significant developments in the internet, social media networks have also played a role in the learning in the classroom. They make it simple for us to connect and share with others.

Many students of English as a second language find vocabulary acquisition tedious since they must memorize unfamiliar terms and spelling and are frequently required to complete numerous exercises (Nguyen & Khuat : 2003). For this reason, the use of social media can help students memorize vocabulary that without them even realizing they can memorize English vocabulary found on social media and there are also some vocabulary that is very familiar to students who use social media.

In addition, learning sessions outside the classroom have important support for

learners in vocabulary development. Learners need to transfer what they have learned in class, and also choose suitable strategies for learning. As suggested by Nation and Moir (2008) namely students need to know how to learn vocabulary and monitor their progress. For example, the use of internet, multimedia, games, diaries/journals, and social activities involving English can improve students' vocabulary mastery. Social media can not only help you improve your reading skills, but it is also useful for adding insight into vocabulary and grammar.

This research focuses on the learning process of social media in learning English vocabulary. Social media that is the scope of this research is media that can be used to interact with each other using the internet network, for example YouTube and Whatsapp. This study will conduct in Junior High School. Through this research, the researcher tries to find out whether social media can be a learning media for its users in learning English vocabulary. So that researchers are interested in researching "The Using of Social Media in Learning English Vocabulary".

LITERATUR REVIEW

1. Definition of Social Media

Social media is an online platform where users may easily communicate and collaborate. A place to connect, exchange, and produce different content without being constrained by time or space is available on Facebook, Whatsapp, Instagram, Twitter, Telegram, YouTube, and TikTok, among other social networking apps. In addition to being more attractive, social networks that are popular with students are also simpler to use because they can be accessed outside of the classroom, including from personal smartphones (Husain, 2014). According to La Safko (2012), Sosial media is a medium that we use to be social and social media can be a source of information and communication between educators and students through using social media. According to Susilawati & Suprayitno (2020), the WhatsApp application is a potential learning medium and is able to increase student motivation in learning English online and is also very effective and useful to be used as an English learning medium in mastering language skills in an integrated manner.

2. Learning English

English is a widely spoken and utilized international language. According to Brumfit (2001:35), English is the most often used language for international communication. English is utilized as a form of communication between countries that speak different languages because it is an international language.

The four skills of listening, speaking, reading, and writing are crucial while learning English. Speaking and writing are under the category of productive skills, whereas listening and reading fall under the category of receptive skills (the ability to use language). In addition to the four skills above, there are four supporting components in English, namely pronunciation, vocabulary, and grammar. The mastery of these four elements aids in achieving optimal English proficiency; in addition, a significant amount of practice and expert educators also play a role in this achievement.

3. English Vocabulary

According to Charles D. Fries (1945: 959), vocabulary is a crucial component of learning a foreign language, which pupils must master word for word in order for their vocabulary to grow. In terms of vocabulary, Lado (1986: 120) reveals Easy vocabulary, common vocabulary, and exceptional (difficult) vocabulary make up the three levels of vocabulary difficulty. The impact of hearing the words, pronouncing the words, reading the words, practicing from meaning to expression, and ringing the words are some factors affecting pupils who struggle to learn foreign vocabulary.

Allen (1997) in Kasim (2011), stated that vocabulary was particularly significant in a language. And according to Siregar (2013), vocabulary was essential for communicating. We would know and understand a language based on its vocabulary. As pupils progressed through the grades, they needed to expand their vocabulary. According to McCarten (2007), the total number of words students required to acquire ranged from 12.000 to 20.000, depending on their educational level.

Learning vocabulary involves certain components aspects. Lado, mentioned in Mardianawati (2012:11), asserts the following language elements: spelling, pronunciation, meaning, word classes and word use.

METHODS

1. Research Design

This study employs the qualitative research method with descriptive approach. Basrowi & Suwandi (2008:2) claim that qualitative research allows researchers to identify the subject and feel what the subject goes through on a daily basis. The data was collecting using a descriptive way to determine whether social media is utilized to learn English vocabulary. The goal of this qualitative study is to better comprehend, characterize, and describe the field conditions. Students provide descriptive data in the form of written or spoken words, as well as witnessed behavior.

2. Participants

The participants are the students of class VIII.A – VIII.D by using a cluster random sampling technique in which the researcher chose 1 class from 4 classes VIII randomly. In accordance with the results of observations made previously, which class VIII.A has data and facts that support the research process.

3. Data and Data Sources

Both primary and secondary data were used in this investigation. Primary data are those that are gathered straight from the source. In this research, primary data was obtained from interviews with students of Class VIII.A on the use of social media in learning English vocabulary. While secondary data will be taken from observations, photos, sound recordings, and relevant previous.

4. Procedure of Data Collection

The collect data, the researcher will use two research procedure interview and observation. The interview method used in this research is an in-depth interview, in which a lot of questions are systematically asked and the questions have been prepared. The role researcher in the observation is as a non-participant. Researchers will observe student responses to teachers in the vocabulary learning process and also observe whether using social media has a good or bad on vocabulary learning.

5. Data Analysis

Data analysis techniques were carried out using data analysis techniques proposed by Miles and Huberman (1992) which included data reduction, data display, and interesting and verification of conclusions.

FINDINGS AND DISCUSSIONS

1. Finding

Researchers found five themes, namely social media that is easily accessible by students, information sources for teachers and students, increasing students' motivation to learn through social media, increasing English vocabulary and getting used to listening and reading in English. The last is the results of class observations during the learning process.

a. Easy to Access

According to Husain (2014), In addition to being more attractive, social networks that are popular with students are also simpler to use because they can be accessed outside of the classroom, including from personal smartphones. Judging from the results of the interview below:

(S.22) "*Iya, Karena Mudah di akses.* Yes, because it is easy to access "

(S.20) "*Bisa, karena mudah diakses.* Yes, because it is easily to access "

b. Information Sources

According to La Safko (2012), social media is a medium that we use to be social, and social media can be a source of information and communication between educators and students through the use of social media. Judging from the results of the interview below:

(S.8) "*Iya, karena dari social media kita bisa mengetahui beberapa tentang vocabulary.* Yes, because we can learn about vocabulary from social media "

(S.16) "*Ya, Karena kita bisa menambah wawasan pembelajaran disosial media, dan banyak kosa kata baru yang belum saya pelajari dalam pelajaran bahasa inggris.* Yes, because we can add insight into learning on social media, and a lot of new vocabulary that I haven't learned in English lessons.

c. Motivation

According to Susilawati & Suprayitno (2020), the WhatsApp application is a potential learning medium and is able to increase student motivation in learning English online. Judging from the results of interviews with students above:

(S.17) "*Iya, karena social media banyak menggunakan bahasa inggris sehingga saya ingin belajar bahasa inggris juga.* Yes, because social media uses a lot of English so I want to learn English too. "

(S.12) "*Karena dengan melihat orang-orang disosial media yang mahir dan pindai dalam berbicara bahasa Inggris, membuat saya termotivasi untuk belajar bahasa Inggris.* Because seeing people on social media who are proficient and good at speaking English, it makes me motivated to learn English."

d. Increasing English Vocabulary

According to Harmon (2009) in Bintz (2011) vocabulary learning as a continuous process of encountering new words. And Kasihani K. E. Suyanto (2010:43), the more vocabulary mastered by students, the easier it is for students to learn a language. Judging from the results of interviews with students above:

(S.3) “*Sosial media membantu dalam vocabulary bahasa Inggris karena banyak menemukan kata-kata baru.* Social media helps in English vocabulary because many find new words.”

(S.4) “*Karena bisa menemukan beberapa vocabulary baru dan banyak yang bisa dipelajari dari social media.* Because you can find some new vocabulary and a lot can be learned from social media.”

e. Get accustomed to Listening and Reading

By Fries in an effort to improve and enrich students' vocabulary is to use reading texts or listen to stories in English. which can be seen from the interview results below:

(S.17) “*Iya, karena terbiasa mendengarkan bahasa inggris di social media.* Yes, because I am used to listening to English on social media.”

(S.6) “*Mendengarkan yang dikatakan dan lumayan bisa bahasa Inggris.* listens to what is being said and is quite fluent in English.”

f. Observation Results

On this occasion, observations were made by observing how the use of social media in learning English vocabulary was carried out. Where has prepared several aspects that would be in the learning process, namely: opening the lesson, display of materials, use of language, class dominance, questioning technique, use of media and losing the lesson. Based on observation, it can be concluded that the teacher can present the material well, but the students' attention and understanding are reduced to the learning material, the teacher and students do not use English effectively in the classroom to using social media, Whatsapp and Youtube as learning media.

2. Discussions

Based on the findings of the research on the use of social media for vocabulary learning in English, the researcher said that the first contribution of social media, particularly WhatsApp and YouTube, was a fun and easy to access learning tool. Social media can be used as a learning medium because it can be accessed at any time, both in the classroom and outside the classroom, so that students can learn at ease and so that learning materials can be understood well by students.

Second, social media students can find some information about learning English vocabulary because, from social media students can find new things starting from finding, searching, expanding, studying and developing new words or vocabulary that they get on social media. In addition, teachers and students are very familiar with social media, including WhatsApp and Youtube, with which teachers can send learning materials and video links to students, so students can easily access both inside and outside the classroom. Social media can also be said as a non-formal learning medium because students would accidentally learn and be familiar with English.

Third, over time English has been used as a communication tool. Just as students want to learn and master English because they are interested in what they see on social media, many people use language to communicate, so it can be said that students are motivated to learn English by social media. Students are also getting used to English through social media because they are used to reading and listening to words that use English so that they are familiar and accustomed to using English without knowing it. Students said that learning by using WhatsApp and Youtube was fun and could help students develop the learning they got, including vocabulary that they could learn on their own.

Fourth, from social media students would find new words that they have not gotten from the learning material in class. In learning vocabulary, the more vocabulary you have, the easier it would be for students to speak, and the development of vocabulary would be easier, it would also make it easier for students in the learning process in class because they can understand the material well. Thus, students are expected to be able to learn independently even through social media, both in the learning process in the classroom and outside the classroom, such as when they open their social media accounts, they would accidentally find new words that they have not learned in class.

Fifth, in the process of learning English, it would not be separated from the reading and listening learning process. Through social media, students would read a lot and listen to words that use English so some English words would sound familiar to students because they are used to finding these words on social media. Even in the mention that students would begin to get used to using English.

Finally, based on the results of observations, the researcher can conclude that

the teacher can open and close the class well, deliver material that is easily conveyed to students,

but a lack of understanding and attention makes the learning process not run well, the use of English and the provision of English vocabulary to students. Use WhatsApp and YouTube as a variation of learning and serve as alternative media that can be done anywhere and anytime. Teachers are expected to be able to manage the class well, deliver learning materials to students well so that learning objectives can be carried out and can use English as a communication tool with students so that students will get used to communicating

CONCLUSIONS

Based on the results of the research and discussion in the previous chapter, the researcher concludes that social media can be used as a learning medium that has many contributions to the learning process about learning English vocabulary. A class VIII.a student of SMPN 03 Mattiro Sompe Kab. Pinrang stated that first, social media especially WhatsApp and Youtube act as interesting learning media because they are easily accessible. Second, social media can be used as a source of information and communication between teachers and students because students can learn many things from social media. Third, from social media students can increase motivation to learn and master English. Over time, social media uses a lot of English so that students are provoked to learn English well. Fourth, social media help students to learn, discover, expand, and develop their vocabulary. The more vocabulary they learn, the easier it would be to learn English. Fifth, learning English vocabulary would not be separated from reading and listening techniques. Through social media, students would get used to listening and reading words that use English. And finally, based on the results of observations in the classroom, teachers use social media to carry out variations in learning and the lack of understanding and attention of students on learning materials. From social media, students would learn many things and social media is very beneficial in learning English vocabulary.

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