

STUDENTS' PERCEPTION OF USING MEDIA PLATFORMS FOR ESL STUDENTS

(A case study in SMK Darma Bahari Surabaya)

Siti Fatimah^{2*}
Sulistiyani²

^{1,2}English Department, STKIP Bina Insan Mandiri,

¹⁾sitifatihmah1972@gmail.com ;

²⁾sulistiyani@stkipbim.ac.id ;

Abstract

The purpose of this study was to find out how high-school students felt about using media platforms for English learning. In this study, Students from SMK Dharma Bahari Surabaya took part. Questionnaires and semi-structured interviews were used as data collection methods in this qualitative study with a case study design. The data from the questionnaire was examined using basic statistical analysis, while the data from the interviews were analyzed using Miles and Huberman's flow model. According to the findings, students in this study use media platforms to learn and improve their English. YouTube is the most popular media platforms platform for learning English, according to them. Furthermore, they indicated that media platforms provide them with English content sources through which they may practice their English abilities, particularly listening, expand their vocabulary, and improve their pronunciation. Furthermore, because media platforms provide a wealth of English content, students can access it whenever and wherever they want. The circumstance provides a stress-free language atmosphere in which students can feel at ease and encouraged to learn English outside of the classroom.

Keywords: Perceptions, Media platforms, EFL Students.

1. INTRODUCTION

People all over the world are spending a significant amount of time on media platforms these days, and it has become an essential part of life (Eren, 2012). People utilize media platforms on their phones and computers to express themselves, collaborate, and communicate more effectively. People also utilize media platforms for a variety of reasons, including gathering information, sustaining friendships, and expressing different identities (Shin, 2018 & Setyowati, 2018). Microblogging systems like Twitter, social networking sites like Facebook, and media sharing tools

like YouTube and Instagram are all examples of media platforms technology (Dabbagh & Kitsantas, 2012 & Setyowati, 2019). These types of media platforms technology are both free and simple to use. That is also one of the reasons why most people use it at all times and in all places.

Meanwhile, the number of people using media platforms in Indonesia has constantly increased. According to the most recent data available on We Are Social (2020), 160 million Indonesians, or 59 % of the total population of 272.1 million individuals, actively utilize media platforms. Another finding showed that media platforms users in Indonesia ranged in age from 13 to 34. Social networking is evidently quite popular among young people, particularly students (Setyowati, 2019) It's also backed up by the writer's observations from her teaching practicum at a SMK Dharma Bahari Surabaya. The kids are well-versed in the use of media platforms. They use media platforms technologies for a variety of things, including getting information, exchanging ideas, and finding enjoyment. Although media platforms were not designed specifically for educational purposes, it has attracted the attention of educators, particularly in the field of English language teaching. Several research have been carried out to see if media platforms can be utilized in English classes. According to (Basoz, 2016), media platforms provide students with an active English language environment in which to help their learning process. Because English is acknowledged as an international language, it is commonly used in media platforms. Students benefit from the busy English environment provided by media platforms since it exposes them to a lot of English and helps them strengthen their language skills.

Based on the foregoing, a study on students' perceptions of the use of media platforms for English learning is necessary to do, since teachers must be aware of their students' preferences in terms of which platform they use and how they use media platforms for English learning. In Indonesia, there have been few studies on the opinions of high school pupils on using media channels to learn English. As a result, the purpose of this research is to discover more about how high school students use media platforms to learn English, during the benefits and problems they face when doing so.

2. LITERATURE REVIEW

Alex (2003) said that “Stated factors which influence perception such as intensity, size, movement, repetition, familiarity, can attract people’s attention. Thus, it can be concluded that factors affecting someone’s perfection comes from internal and external individual.”

Social media is a form of information and communication technology tools used by people to communicate anytime. It is trendy among people of every age and level in the world. Besides, as a tool for communication, social media builds community online to exchange knowledge, ideas, personal chats, even pictures and videos (Merriam-Webster Dictionary, 2014). Similarly, social media are web-based platforms where users create and share messages via virtual communities and social networks (Chen, 2017). People use social media in their communication, they send and resend messages, and they create and distribute content through social communication online. All messages and individuals' behaviors are recorded by social media data.

3. METHODS

The research project design utilized use qualitative research. Exploring an issue, establishing a deep understanding of a phenomenon, collecting data based on words, analyzing the data for description using text analysis form, and interpreting the more relevant meaning of the findings are all characteristics of the qualitative method (Creswell, 2012). Also, according to Creswell (2009; as referenced in Mohajan, 2018), a case study is a study that actually investigates a program, an event, an activity, a process, or one or more individuals in order to gain a thorough understanding of the action being investigated. Furthermore, a case study aims to comprehend the perspectives of individual players or groups of actors on occurrences (Cohen et al., 2012). As a result, the purpose of this study is to discover the students' perspectives on the use of media platforms in learning English, including the types of applications they have used, their behaviors when using media platforms for learning English, and the utility and challenges they have encountered when using media platforms. This study's data was gathered through the distribution of questionnaires and the execution of semi-structured interviews. The results of the participant's surveys and interviews would be presented descriptively to conduct this research.

4. RESULTS

The following accounts present the results of the study. Tables are displayed to visualize the findings and the phenomenon. It also summarizes the main findings in the study.

4.1 The frequent media platforms used

The purpose of this study is to discover the students' perspectives on the use of media platforms in learning English, including the types of applications they have used, their behaviours when using media platforms for learning English, and the utility and challenges they have encountered when using media platforms. This study's data was gathered through the distribution of questionnaires and the execution of semi-structured interviews. The results of the participant's surveys and interviews would be presented descriptively to conduct this research. Before and during COVID-19, how much time did you spend on media platforms? The subject was asked how many hours they spend on media platforms in general for a day before and during the COVID-19 epidemic in the first and second questions of the questionnaire. The study found that during a pandemic, people spent more time on media platforms. The majority of students (38 students) spent 4 to 6 hours per day on media platforms prior to the epidemic, according to the results of the survey. While 31 students spent more than 9 hours on media platforms during the COVID-19 breakout session.

In an interview, the students stated that during the pandemic, they have more free time and that the situation has led them to use media platforms throughout the day. As one student put it: *“Well, we generally focus on the teacher and the material at school, so we rarely check our phones or media platforms. However, due to the pandemic, we now have to study at a distance, which provides us more free time. Because online learning only lasted a few minutes, I quickly opened my media platforms accounts.”*

Another student mentioned that he used media platforms more during the outbreak to alleviate bored and replace his limited interaction: *“As a result of the pandemic, social engagement has naturally shifted to media platforms. Apart from allowing users to engage with one another, media platforms can also provide entertainment through its content.”*

In conclusion, the students utilize media platforms more frequently during the school year. Because they have more spare time at home and turn to media platforms for comfort, the pandemic is spreading. The students must then select a sort of media platforms that they frequently utilize to improve their English language skills. The participants were given the option of selecting several answers in this section. The outcome is shown in the table below:

The Media Platforms Frequently Used During Online Learning

Media Platform	Frequency	Percentage
Facebook	6	7%
Instagram	54	65%
YouTube	73	88%
Twitter	18	22%
WhatsApp	35	42%
Telegram	2	2%
Tik Tok	6	7%

YouTube is the most popular media platforms platform for learning English, followed by Instagram and WhatsApp. New media platforms, such as Tik-Tok, have also emerged. As one student put it, students use YouTube since

it has a lot of English content videos for studying: *“(In YouTube, I can learn about English through the videos provided by it)”*.

Students can practice their speaking and pronunciation while watching English videos on YouTube, in addition to practicing their listening skills, as one student stated: *“(I usually search any English video then while watching it, I do some pauses and try to speak the sentence that has been said by the people)”*.

Meanwhile, the participants were following artists/influencers who spoke English on Instagram. They study his/her post and comment section to understand how individuals express themselves in English, as stated: *“(On Instagram, I follow a lot of influencers and artists from other countries. I check up to the comment area when I view their postings to see how people express themselves in English.)”*

4.2. Students' Perspectives on Using Media platforms to Learn English.

In this section, a Likert scale questionnaire is utilized to determine students' perceptions on a statement connected to the research topic. Furthermore, the writer divides the aspects into two parts in the questionnaire: advantages of media platforms, which includes students' feelings and language skills occupied in media platforms, and disadvantages of media platforms, which includes students' feelings and language skills occupied in media platforms. Then there are the obstacles of learning English through media platforms. The results of the questionnaire will be displayed first, followed by the results of the interview.

a. Students' attitudes toward using media platforms to study English

According to the survey, students are enthusiastic about utilizing media platforms to learn English. The results of the students' questionnaire are presented in the table below:

“Students' attitudes toward using media platforms to study English”

NO	STATEMENTS	ALTERNATIVE ANSWERS				TOTAL
		SA	A	D	SD	
1	Learning through media platforms is enjoyable and pleasurable.	19	58	6	0	83
		22.9%	69.9%	7.2%	0%	100%

2	Media platforms boosts my personality when it comes to learning English as a second language.	16	55	10	2	83
		19.3%	52%	12.0%	2.4%	100%
3	Media platforms helps me to feel less anxious about learning English as a second language.	18	56	12	1	83
		21.7%	62.7%	14.5%	1.2%	100%
4	Self-independent learning is encouraged by media platforms learning.	14	56	12	1	83
		16.9%	64.5%	14.5%	1.2%	100%
5	Media platforms creates a more comfortable and pressure environment for language learning.	28	50	5	0	83
		33.7%	60.2%	6.0%	0%	100%
6	There are a variety of resources for learning English on media platforms.	46	34	3	0	83
		55.4%	41%	3.6%	0%	100%
7	Using media platforms to learn English is simple.	26	50	7	0	83
		31.3%	60.2%	8.4%	0%	100%
8	I can access media platforms at any time and from any location.	45	33	5	0	83
		54.2%	39.8%	6.0%	0%	100%
9	Media platforms makes it simple to communicate with others.	43	35	5	0	83
		51.8%	42.2%	6.0%	0%	100%

Annotation:

SA : Strongly Agree

DA : Disagree

A : Agree

SDA : Strongly Disagree

The first statement in the questionnaire discusses how learning media platforms was enjoyable and pleasurable. This statement was strongly agreed upon by 22.9% of students, and more than half of students (69.9%) agreed that learning English through media platforms is enjoyable and pleasurable. Furthermore, only 7.2% of students disagreed with this statement, and none of them strongly disagreed. According to the

results of the survey, students felt agree that learning English through media platforms is enjoyable and pleasurable.

The second statement was to determine whether students' confidence in EFL learning may be boosted by using media platforms. 19.3% of students said they strongly agreed. According to 66.3% of students, media platforms boost their self-esteem. However, 12.0% of students disagreed with the assertion, while 2.4% strongly disagreed. The students acknowledged that they have more confidence in their English leaning based on the results of the questionnaire.

The third statement was to determine whether students were less apprehensive about learning English using media platforms. According to the survey, 21,7% of students strongly agreed, and more than half of all participants (62.7%) agreed with this statement. The number of students who disagreed was 14.5%, with 1.2% of all participants disagreeing. According to the results of the survey, students believed that media platforms help them learn English more easily.

The fourth statement inquires as to whether students grow more self-sufficient in their English learning. According to the table, 16.9 % of students strongly agreed with the statement, while 67.5 % agreed with it. While 14.5 % of students disagreed, and 1.2 % strongly disagreed, that media platforms help students become more self-sufficient in their English learning. According to the results of the survey, students believed that utilizing media platforms to learn English has made them free.

The next question in this section was whether media platforms facilitate comfortable learning and makes students feel less stressed. This remark was strongly agreed upon by 33.7 % of the participants, and was agreed upon by 60.5 %. Then there were just 6% of students who disagreed with the statement, and none of them strongly disagreed. Students agreed that studying English through media platforms makes them feel more comfortable, according to the survey results.

The sixth perceptions refer to how media platforms can be used to learn English. More over 50 % participants (55.4%) strongly agreed with the statement, while

47wQbNPTDjp9hMYdvogK2hAUiHsGeiybwaWe36bwtRQ3UTpYV7YuZ8FV5j9nauFCWwcjM6dTzpL5s2N79Rp5unwdMvc8ZKU According to the results of the questionnaire, students acknowledged that media platforms have a variety of English learning.

The seventh statements refer to the ease with which media platforms can be used to learn English. 31.3% of students said they strongly agreed, while 60.2% said they agreed. Only 8.4% of participants disagreed with the statement, and no one expressed disagreement. Based on the results of the survey, it can be inferred that students believe media platforms is a simple way to learn English.

The eighth perceptions refer to the adaptability of media platforms, which may be accessed at any time and from any location. More over half of the participants strongly agreed, and 39.8% expressed agreement with the statement. Meanwhile, only 6.0% of those who took part disagreed, and no one strongly disagreed. Based on the results of the questionnaire, it can be noted that media platforms could be utilized to study English at any time and from any location.

The last point was the ease with which media platforms allow people to communicate with one another. More than half of the participants (51.8%) said they strongly agreed, while 42.2 % said they agreed. Meanwhile, 6% of respondents disagree, with no one strongly disagreeing. Based on the results of the survey, it can be stated that media platforms allow students to contact their families and friends more easily.

5. DISCUSSION

Based on students' perceptions, this study aims to examine the usage of media platforms for learning English. The study discovered that students spend more time on media platforms. Especially during this pandemic, it has been a daily routine for them. It is backed up by Altam (2020), who claims that during a pandemic, students' time spent on media platforms increased since they are restricted at home and have more spare time. Furthermore, students have a opinion of using media platforms to study English. The most popular media platforms programs for learning English are YouTube, Instagram, and WhatsApp (Setyowati, 2021). Those apps were chosen because of their widespread use, which provides them with an unlimited source of English input. Some scholars (Zam Zam Al Arif, 2019; Sharma, 2019; Aloraini & Cardoso, 2018) have stated that media platforms gives pupils with English exposure, allowing them to practice their English skills.

Students learn English in a media platforms context where they connect with native speakers, read English news or lessons posted by others, and view English videos. Because students may practice their language in a meaningful way, the activities may have an impact on their language development. Language exposure, according to Kozhevnikova (2019), is one of the criteria that determines good language teaching and acquisition. English is recognized as a foreign language in Indonesia, and pupils solely use and learn English in schools. As a result, the amount of target language available is so small that their teacher is their exclusive source of spoken language.

Furthermore, students' comments to the study's questionnaire and interview show that they feel at ease and relaxed while learning English on media platforms. Students can use media platforms to access English content in a variety of formats, including text, songs, videos, or even activities. These diverse contents can be accessed with ease using any device. As a result, media platforms can be used by a wide range of people with varying requirements, potencies, and desires (Anwas et al., 2020). Furthermore, because media platforms allow for virtual contact, it lessens students' anxiety by providing joyful experiences (Makodamayanti et al., 2020). As a result, students gain confidence in their ability to learn and practice English at any time and place.

It's also worth noting that the students in this survey agree that the characteristics of media platforms drive them to practice English outside of the classroom. The discovery emphasizes the importance of adopting media platforms as an informal language learning tool to enhance English learning at school. Informal learning (Combs & Ahmed, 1974; as referenced in Mohmed Al-Sabaawi & Dahlan, 2018) is described as the long - term process through which every person gains and develops information and skills via everyday life as well as environmental exposure. Students can use media platforms to take control of their learning outside of the classroom. As a result, students will be able to put what they've learned in class into practice (Ahmed, 2020). Mubarak (2016) also suggested that the classroom is still the best for learning English because media platforms does not provide a proper environment for formal EFL classrooms. As a result, he advised instructors to include media platforms into the classroom as an additional learning tool. As a result, EFL students may benefit of using media platforms as an instructional platform both within and outside the class (Omar et al., 2012).

Teachers may be able to use media platforms to help students learn English in the future. Media platforms can be used as a communication and engagement tool, according to Faizi et al. (2013). Media platforms networking sites like Facebook, WhatsApp, and Twitter can be utilized as communication tools to improve communication between professors and their students, as well as between students. Teachers can create a media platforms group where they can publish resources, tasks, and feedback that students can access outside of the classroom. Teachers can employ a thousand English videos from YouTube and Instagram as authentic resources that are relevant to their lives as engagement aids, causing students to be more involved in the class. Students in this study had issues with media platforms as well. Students face issues with internet connectivity and privacy issues. As a result, teachers are required to be well-versed on how to distribute student data on media platforms. Teachers may continue to utilize media platforms in the classroom since students still believe it may help them learn English, but they should pay attention on the issues and devise measures to mitigate them. As a result, students can use media platforms to help them develop and enhance their English.

6. CONCLUSION

According to the data, students have a positive perceptions toward using media platforms to study English. They claimed that media platforms provide an endless source of English content, allowing them to continue exercising their English skills, particularly listening, while also expanding their vocabulary and improving their pronunciation. Furthermore, because students can study English in a variety of methods on media platforms, they could select English content that they enjoy and

learn things that their teacher does not teach in the classroom. Students are more comfortable and eager to learn English outside of school because of the circumstance, which offers a pressure language environment for them. Students also discussed their difficulties, which included issues with internet connectivity and inappropriate content.

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