The Role Of Social Media On Students' English Vocabulary Achievement

Ahmad Hanan[1], Neni Yuliani[2], Taufik Suadiyatno[3]

[123]English Lecturer, English Department, Universitas Pendidikan Mandalika
Jl. Pemuda No. 59A, Mataram, Nusa Tenggara Barat, Indonesia

Article Info	Abstract
	The purpose of this study is to explain the extent of the role of social media on students' English vocabulary mastery and also to describe the role of social media on students' vocabulary acquisition related to their respective use of social media. It uses the case study method. The data needed for this study were collected from student observations and questionnaires. Data were collected from direct observation and analyzed using descriptive qualitative methods to find out how to explain social media activity to students. By using this method, researchers can find out the average activeness of students on the most frequently used social media. This observation was also carried out to find out between social media activity and student vocabulary achievement. Meanwhile, the data collected from the questionnaire results were then analyzed using the descriptive data method and the classification method of social media activity from Nuraini (2011). This method was used to describe students based on their social media activity. Therefore, the results of this study indicate that there is student activity and vocabulary achievement so that social media plays an important role in achieving student vocabulary. However, some of the students have differences with different levels of social media activity. Most of the students with higher social media activity were able to achieve better vocabulary than those with lower social media activity, although there were some students with lower social media activity who could achieve better scores than those who were very active. . These conditions indicate that social media has a role in students' vocabulary mastery. As a researcher, I suggest that teachers and students try to use social media as a medium for language learning.
Article Info	Abstract
	Tujuan dari penelitian ini adalah untuk menjelaskan sejauh mana peran media sosial terhadap penguasaan kosa kata bahasa Inggris siswa dan juga untuk mendeskripsikan peran media sosial terhadap penguasaan kosa kata siswa terkait dengan penggunaan media sosial masing-masing. Ini menggunakan metode studi kasus. Data yang diperlukan untuk penelitian ini dikumpulkan dari observasi siswa dan angket. Data dikumpulkan dari observasi langsung dan dianalisis menggunakan metode deskriptif kualitatif untuk mengetahui bagaimana menjelaskan aktivitas media sosial kepada siswa. Dengan menggunakan metode ini, peneliti dapat mengetahui rata-rata keaktifan siswa pada media sosial yang paling sering digunakan. Observasi ini juga dilakukan untuk mengetahui antara aktivitas media sosial dan pencapaian kosa kata siswa. Sedangkan data yang terkumpul dari hasil kuesioner kemudian dianalisis dengan menggunakan metode data deskriptif dan metode klasifikasi aktivitas media sosial dari Nuraini (2011). Metode ini digunakan untuk mendeskripsikan siswa berdasarkan aktivitas media sosial mereka. Oleh karena itu, hasil penelitian ini menunjukkan adanya aktivitas dan penguasaan kosa kata siswa sehingga media sosial berperan penting dalam pencapaian kosa kata siswa. Namun, beberapa siswa memiliki perbedaan dengan tingkat aktivitas media sosial yang berbeda. Sebagian besar siswa dengan aktivitas media sosial yang lebih tinggi mampu mencapai kosa kata yang lebih baik daripada siswa dengan aktivitas media sosial yang lebih rendah, meskipun ada beberapa siswa dengan aktivitas media sosial yang lebih rendah yang dapat mencapai skor lebih baik daripada siswa yang sangat aktif. . Kondisi tersebut menunjukkan bahwa media sosial memiliki peran dalam penguasaan kosa kata siswa. Sebagai peneliti, saya menyarankan agar guru dan siswa mencoba menggunakan media sosial sebagai media pembelajaran bahasa.

Corresponding Author:
Ahmad Hanan
English Lecturer, English Department, Universitas Pendidikan Mandalika

corresponding author: ahmadhanan@undikma.ac.id

1. INTRODUCTION

Vocabulary is the basis for mastering all English skills. Vocabulary is unity of letters into words formed by a group of user communities. Meanwhile, according to Penny (1991: 60) in Julita (2011), vocabulary can be defined as words taught in a foreign language. In short, vocabulary is unity of letters that become words taught in a foreign language. Vocabulary is a tool used to understand and master English. Vocabulary is the main component to improve all English skills.

However, there are also many factors in this globalization era to be able to easily increase students' vocabulary, one of which is social media. Social media is basically a medium that is used through various electronic devices and rechargeable devices such as mobile phones, computers, tablets and many other ways to facilitate people while sharing their ideas with others in an easy and systematic way. It is used mostly for communication and awareness worldwide (Kaplan Andreas and Michael, 2010).

Social media plays a dominant role in learning English because it provides opportunities for the students of English learners to improve their writing, reading, and the like, to read new texts and phrases to improve their vocabulary. Social media plays an important role in developing vocabulary skills of the students, many media applications can help and make it easier to find out the meaning of a word or sentence. In new globalization era, social media as a communication tool can be used in the form of advertisements and news.

Vocabulary is one of the most important aspects in mastering English because students' ability to read and understand a subject is relatively determined by their vocabulary. Vocabulary learning for high school students is fundamental because students' ability to learn English, especially reading and understanding subjects is determined by vocabulary and if students have limited vocabulary, the ability to communicate and convey their needs cannot be conveyed properly.

Components that need to be mastered by language learners, firstly by students in learning English, because the more vocabulary we know, the better we can convey and at least for Senior High School students shall have 2.500 vocabularies. Alternatively, the less vocabulary we master, the less we can mastered and learn. During COVID-19 pandemic, many students are learning from social media, they know a lot of important information just by using their cell phones or computers and many of them can also get to know some new vocabulary which can be applied in their daily life. Hence, the researcher interested to find out the role of social media in learning vocabulary.

2. RESEARCH METHOD

The researcher used a qualitative descriptive due to this research focused on the analysis or interpretation of written material in its context. This study focused on the social media activities of SMAN 1 Janapria students. Ary et al (2010) stated that qualitative investigators deal with data in the form of words or pictures rather than numbers and statistics.

Data in the form of excerpts from observation and quostionnaire were used to present the research results. In this study, the researcher used a case study designed. Stake (2013) stated that the case study as a research method that has an important purpose in researching and revealing the uniqueness and peculiarities of the characteristics found in the case under study, where the case was the reason why the research was conducted. Therefore, in case study research, it was necessary to explore in-depth information about all matters relating to the case, whether its nature, activities, history, environmental and physical conditions, functions, and so on. Qualitative case study is a research methodology that helps in exploration of a phenomenon within some particular context through various data sources, and it undertakes the exploration through variety of lenses in order to reveal multiple facets of the phenomenon (Baxter & Jack, 2008) This is done so that researcher can collect and gain an in-depth understanding of the

individuals being studied. Thus, this method was a suitable method to determine the relationship between student activity on social media and vocabulary mastery abilities. The researcher used a questionnaire as a tool to obtain the data. The data was in the form of qualitative data.

3. CONCLUSION

It was showed that most of the students were active on social media although their level of activity varies. Based on the findings, the students have positive perceptions about the use of social media to learn English. They stated that social media provides an endless supply of English content that allows them to keep practicing their English skills particularly listening, expand their vocabulary, and improve their pronunciation knowledge. Alternatively, since the students can learn English from many ways on social media, they can choose English content they like and discover things that their teacher does not teach in the classroom. This situation creates a stress-free language environment for students so that students feel comfortable and motivated to learn English outside of school.

4. BIBLIOGRAPHY

Achmadi Abu, Narbuko Cholid. 2010. Metodologi Penelitian. Jakarta: Bumi Aksara

Ahmed, S., Shehata, M., & Hassanien, M. (2020).Emerging Faculty Needs for Enhancing Student Engagement on a Virtual Platform. Med Ed Publish, 1–5.

Al Arif, Tubagus Zam Zam. (2019). Indonesian University Students' Perception and Expectation towards ICT Use in Learning English as a Foreign Language.Indonesian Journal of English Language Teaching and Applied Linguistics Vol. 4(1) 2019 www.ijeltal.org.

Andreas, Kaplan M., Haenlein Michael. (2010). *"Users of the world, unite! The challenges and opportunities of social media".Business Horizons 53. (1). p. 61.*

Antony, Mayfield. 2008. *What is Social Media?.* London: iCrossing.

Ary, D., Jacobs, L. C., & Sorensen, C. (2010).Introduction to Research in Education. USA: Wadsworth

Ary, et al. 2010. 2006. *Introduction to Research in Education.* Wadsworth: Cengage Learning

Balco, P., Drahosova, M. (2017), "*The analysis of advantages and disadvantages of use of social media in European Union".*The 7th International Symposium on Frontiers in Ambient and Mobile Systems (FAMS 2017).

Baxter, P., & Jack, S. (2008). *Qualitative case study methodology: Study design and implementation for novice researchers. The qualitative report,* 13(4), 544-559

Blachowicz, C. L. Z. Dan Obrachta, C. 2005, Vocabulary Visits: Virtual Field trips for content Vocabulary Developement. Journal of Internasional Reading Association, Vol. 59, h. 263

Blood, R. (2000). Weblogs: *A history and perspective.*Rebecca's Pocket, 7(9).Retrieved on November 17, 2012 from http://www.rebeccablood.net/essays/weblog_history.html.

Bozarth, Jane. *Social Media for Trainers: Techniques for Enhancing and Extending Learning.* San Fransisco: Pfeiffer. 2010

Combs, P. H. & Ahmed, M. (1973). New Path to Learning: For Rural Children and Youth. New York: International Council for Educational Development. Retrieved from: https://eric.ed.gov/?id=ED119942.pdf

Creswell, J. W. 2009. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (2nd ed.).* Thousand Oaks, CA: SAGE.

Damayanti, A., Suradika, A., & Asmas, B. (2020). Strategi Mengurangi Kejenuhan Anak Dalam Pembelajaran Jarak Jauh (PJJ) melalui Aplikasi ICANDO pada Siswa Kelas I SDN Pondok Pinang 08 Pagi. Seminar Nasional Penelitian LPPM UMJ, 1±10.http://jurnal.umj.ac.id/index.php/semnaslit

Dyrud, M. A., Worley, R. B., & Flatley, M. E. (2005).*Blogging for enhanced teaching and learning. Business Communication Quarterly*, 68(1), 77-80

Ferdig, R.E. (2006). Assessing technologies for teaching and learning: Un-derstanding the importance of technological-pedagogical content knowledge.*British Journal of Educational Technology,* 37(5), 749-760

Gaudeul, A. Peroni, C., 2010. Reciprocal attention and norm of reciprocity in blogging networks, Economics Bulletin, 30 (3), p.2230_2248.

Hatch, E., & Brown, C. (1995).*Vocabulary, semantics, and language education.* Cambridge University Press, 40 West 20th Street, New York, NY 10011-4211 (hardback: ISBN-0-521-47409-4; paperback: ISBN-0-521-47942-8)..

Hatch, Evelyn and Brown, Cheryl. 1995. *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press.

Hiebert, E. H. and Kamil, M. L. (2005).*Teaching and Learning Vocabulary: Bringing Research to Practice.* London: Lawrence Erlbaum Associates

Hornby, A. S. 1974. *Oxford Leaner's Dictionary of Current English.*Oxford University Press.

Hornby, A.S. (2006) Oxford Advanced Learner's Dictionary of Current English, Oxford University Press, UK, 1435 pp.

Hudson Jr, D. L. (2017). In the age of social media, expand the reach of the First Amendment. Hum.

Julita. Improving Students' Vocabulary Through Clustering Technique At The Third Year of SMPN 1 Ladong (A Classroom Action Research). Unpublished Thesis of The Degree of Master of English Language Teaching. Makassar : Alauddin State Islamic University of Makassar.2011.

Kajder, S., & Bull, G. (2004).*A space for "writing without writing.". Learning & Leading with Technology*, 31(6), 32-35.

Khan, I. U., Ayaz, M., & Faheem, M. 2016.The Role of Social Media in Development of English Language Vocabulary at University Level.*International Journal of Academic Research in Business and Social Sciences,* 6(12).doi: 10.6007/IJARBSS/v6-i12/2444

Kushartanti, M. & Lauder, U. Y. (2008). Pesona Bahasa, Langkah Awal Memahami Linguistik. Jakarta: Gramedia Pustaka Utama.

Law, V. (2003).The History of Linguistics in Europe from Plato to 1960. Cambridge, UK: Cambridge University Press.

Miles, B Matthew. , Hubberman, A. Michael., & Saldana, Johnny. (2014). *Qualitative Data Analysis: A Methods Sourcebook (3rd ed.)*. United Stated of America. SAGE Publications, Inc.

Moleong, L. J. 2010. *Metodologi Penelitian Kualitatif,* Bandung: Remaja Rosda karya.

Mubarak,(2016). Faktor Yang Berhubungan Dengan Penanganan. Diakses Melalui Internet: PDFhttps://Journal.umbjm.ac.id (05 febuary 2019)

Nagy, W., & Herman, P. (1987). Breadth and depth of vocabulary knowledge: Implications foracquisition and instruction. In M. McKeown & M. Curtis (Eds.), The nature of vocabularyacquisition (pp. 19-35). Hillsdale, NJ: Erlbaum.

Nunan, David. 1991. *Language Teaching Methodology. A Textbook for Teachers.* London: Prentice Hall

Pavlik & MacIntoch, John and Shawn (2015).Converging Media 4th Edition. New York, NY: Oxford University Press. p. 189.

Poore, M. 2016. *Using Social Media in the Classroom.* London, England: Sage Publications Ltd.

Richards, Jack C. And Willy A. Renandya. 2002. *Methodology in Language Teaching.* New York: Cambridge University Press.

Rocha, C. A., Becoña, E., & Cardoso, G. S. (2018). Risks & Challenges: Effectiveness Assessment of a Preventive Program on Addictive Behaviors and Dependencies amongst Students in Higher Education. The Psychologist: Practice & Research Journal, 1(1), 84.https://doi.org/10.33525/pprj.v1i1.46

Sabiha, M. (2008). Culture and teaching of English as a second language for Pakistani students, Agha Khan University Karachi, Pakistan

Sallahu-Rashiti, J. (2016). The Influence of Social Media in English Language Teaching.*Kolegji AAB Repository*. Retrieved from https://dspace.aa edu.net/handle/123456789/386

Seregin, I. V. & Kozhevnikova, A. D. 2006.Physiological Role of Nickel and its Toxic Effects in Higher Plants.Rusian Jurnal of Plant Physiology. 3(2): 257-77.

Stake, R. E. 2013.*Multiple Case Study Analysis.* New York, NY: Guilford Press.

Tozcu, A and J. Coady. 2004. *Succesful Learning of Frequent Vocabulary through CALL also Benefits Reading Comprehension and Speed.*Retrieved from http://www.tandfonline.com.