

THE INFLUENCE OF SOCIAL MEDIA TOWARD ENGLISH SPEAKING ABILITY INBOUND STUDENTS OF PERTUKARAN MAHASISWA MERDEKA STATE UNIVERSITY OF MALANG

BY

Anugrah Yuda Pratama¹, Buhari², Nadirah³, Andi Sadapotto⁴, Ibrahim Manda⁵, Sam Hermansyah⁶, Muhammad Hanafi⁷

^{1,2,3,4,5,6,7}Faculty of Teacher Training and Education, University of Muhammadiyah Sidenreng Rappang, Indonesia



Article History

Received: 05/07/2023

Accepted: 24/08/2023

Published: 26/08/2023

Corresponding author:

Anugrah Yuda Pratama

Abstract

This research uses the descriptive qualitative method as the research methodology. This research was conducted to know what is the most common social media influence student's English Speaking ability and how does social media influence student English speaking ability.

The population in this research were the students of Pertukaran Mahasiswa Merdeka Inbound State University of Malang in this research were 10 students. The data collection method used in this research was an interview.

The results shown that the most social media that influence students to improve their speaking ability is Youtube. Social media can influence the students to improve their speaking ability because in social media there are so many content that provide them to learn English especially to improve their speaking ability such as video, picture, photo, etc

Keyword: Speaking ability, Social media, Pertukaran Mahasiswa Merdeka

INTRODUCTION

Technology is essential to both the teaching and learning of languages. Thanks to technological advancement, using internet resources for teaching and learning has become much simpler. Using YouTube in and out of the classroom can help students with their speaking, listening, and pronunciation skills. YouTube is a useful tool for teachers of multiple languages. Students can learn about the different dialects of English used around the world and gain access to real-world speaking practice materials by watching YouTube videos. This essay offers several suggestions for using YouTube to teach English language proficiency. (Jalaluddin, 2016)

The use of contemporary equipment, technology, and tools results in increased student learning and interactivity, according to the most recent research on how precisely modern students of today choose to use technology and how using it affects their learning. When assisted by technology, they additionally discover it to be much more engaging and full of exciting locations. Knowledge can be transferred in a way that is both efficient and convenient. This suggests that when modern technology is used to help, our minds tend to operate faster now. In any part of life, here we talk regarding education. In today's society, even in schools, universities, and colleges, reliance and dependence on such

innovations that only make life an easy, smooth journey are utterly unavoidable.

Over the past ten years, the importance of the internet has multiplied greatly. Its significance in the field of education cannot be overstated at this point. The internet is a blessing for students, despite the dangers of fraud and other issues. The internet is a component of practically everything we use today. The internet is essentially available everywhere, including on our phones, game consoles, and televisions. Students that use the internet can find incredible convenience, as well as a variety of tutorials, helping materials, and other resources that can help them learn and succeed academically.

There has been an upsurge in the creation of digital media when it comes to schooling. As a result of this evolution, students may now communicate with one another whenever they choose, and there are many forums where they can find assistance with a range of assignments. As digital technology advances, there are and will be more applications that will support students' growth and learning. (Raja & Nagasubramani, 2018).

Social networks enable students to engage and exchange ideas while also giving pupils the chance to experiment with online technologies to improve their learning abilities. It was discovered that various internet resources, including Facebook, email, and computer media, might be used to help pupils with their language abilities, particularly their writing. By being current and self-directed, internet technologies assist second language learners in accelerating their acquisition.

Students can interact and discuss ideas on social networks, and they have the opportunity to experiment with online tools to sharpen their learning skills. It was found that a variety of online tools, including Facebook, email, and computer software, could aid students in developing their language skills, particularly their writing. Self-directed and up-to-date online tools help second-language learners accelerate their learning. (Derakhshan & Hasanabbasi, 2015)

Practice is the basic goal of language learning. A language can be learned through both academic research and practical use. It affects every race and civilization on the planet. Indonesians, for instance, speak a unique dialect. People who regularly speak their native vernacular on a daily basis can speak it. They are able to speak vernacular fluently despite not having taken a course or received official instruction in it. The acquisition of language abilities comes through everyday learning and direct application. In addition, ICT must be used in both the curriculum and the learning process. In actuality, a large number of Indonesians have already picked up languages like English. But they don't use that in normal conversation. Therefore, it will be challenging for them to be able. (Anwas et al., 2020)

According to the above statement, there are a variety of ways that students and teachers can use social media in the teaching and learning process. Numerous social media platforms are available for use in English classrooms. Furthermore, with the availability of so many affordable cell phones nowadays, it is simple for teachers and students to access social networking sites as long as they have reliable internet connectivity. They can certainly use this technology with ease.

Social media platforms like Facebook, Instagram, TikTok, and YouTube have gained a lot of popularity in recent years. These social networks attract a large number of active users. Social media is a unique piece of technology that individuals use to share or exchange anything, including knowledge, concepts, thoughts, images, or videos.

In order to facilitate teaching and learning and provide students with a more practical learning environment, a number of tools have been added to the English classroom. These instruments include the Data show, computers, and recorded tapes, to name just a few. Technology advancement has an impact on EFL teaching and learning nowadays. There should be a major need to upgrade these tools over time if we are to keep up with the global development of ICTs. Social media is a useful tool for education, as seen by the widespread usage of it by students and even teachers. Similar to how most teachers believe that the primary objective of learning a

language is to speak it fluently and properly. (Namaziandost et al., 2019)

Students use social media platforms for a range of activities, such as information access, group discussions, resource sharing, and entertainment. (2011) Wang, Chen, and Liang Discussions about its use and its potential short- and long-term helpful and detrimental effects have been started as a result. Children's use of social media may have both positive and negative effects, as different studies have demonstrated. They can enhance relationships between students and teachers, encourage innovative thinking, and provide learners more freedom in their learning. However, these tools may cause students to lose focus on their studies, limit their prospects for real-world social interaction, and even increase their risk of addiction. Today's majority of college students are frequently exposed to various social media sites. (Al-Sharqi et al., 2016)

Research Methods.

The approach of this research is qualitative research design. According to Sugiyono, the postpositivistic technique—once popular and so dubbed because it was based on postpositivist philosophy—is now referred to as a new method (2013). This strategy is also referred to as an artistic one because the research process is more similar to art (less patterned). Due to the fact that the research data is more concentrated on the interpretation of field data, it is also known as an interpretative technique. In this book, the two methodologies are now known as quantitative and qualitative methods. Research methods The positivist school of thought provides the basis for the data collection method known as quantitative research.

Research techniques Because it is conducted in a natural setting, qualitative research is frequently referred to as a naturalistic research methodology; Known as a qualitative approach since the data gathered and the analysis are more qualitative in nature. Also known as the ethnographic method because it was first more extensively utilized for research in the field of cultural anthropology.

Instrument of research

According to Sugiyono, the researcher themselves become a tool or instrument in qualitative research (2013). As a result, using researchers as the instrument, it is also necessary to "verify" the qualitative researcher's level of readiness for fieldwork. Examples of validating against researchers as instruments include understanding of the qualitative research methodology, mastery of insight into the field of inquiry, and researchers' preparedness to enter the subject of the research, both academically and practically. Self-evaluation by the researcher of the depth of his or her understanding of qualitative techniques, command of theory, comprehension of the subject under investigation, as well as readiness and preparations for entering the field, is how the researcher validates the research itself. Qualitative studies support

The target audience for the research as well as the real issue, the data source, and the anticipated results are all still ambiguous. The research design, which is currently tentative, will alter after the

research item is inserted. In addition to examining reality, qualitative research also assumes that reality is holistic (total), dynamic, and cannot be boiled down into Research variables. Even if the variables could be separated, they would still be exceedingly enormous. It is not possible to develop research instruments for this qualitative research until the problem at hand is clearly understood. As a result, in qualitative research, "the researcher is the crucial instrument." Thus, the researcher is an essential instrument in qualitative research.

Techniques of Data Analysis

Data analysis is the most important stage of a research series. To obtain insight and draw conclusions, the data gathered through interviews and observations must first be processed. The data might be seen as resources used to address the issues of the research by carefully reviewing the information the researcher has amassed.

In this investigation, the Miles and Huberman theory was utilized. The research of qualitative data is interactive, and Miles and Huberman (1984) claim that this process goes on indefinitely until the data is saturated. These duties include data reduction, data visualization, and conclusion. In this investigation, the Miles and Huberman theory was utilized. The research of qualitative data is interactive, and Miles and Huberman (1984) claim that this process goes on indefinitely until the data is saturated. These duties include data reduction, data visualization, and conclusion. The analysis steps are shown as follows:

a. Data Reduction

This stage takes place continuously following the implementation of the research. Intended to further sharpen, classify, direct, compile data that is not needed and organize it.

b. Data Display

Presentation of data is a set of structured information that gives the possibility of drawing conclusions and taking action. By paying close attention to the presentation of data, it is easier for researchers to understand what happened and what to do. The form of data presented can be in the form of charts, brief descriptions, graphs, charts, or tables. In this research, data display will be description

c. Conclusion Drawing/verification

According to Miles and Huberman, the third step in the analysis of qualitative data involves drawing conclusions and validating findings. The initial results will be revised if there is not enough data to support further data collection. When the researcher returns to the field to collect data, the findings drawn are only considered credible if they are supported by reliable and consistent evidence. Conclusions can be expressed using themes. In this research the conclusion base on result of interview

RESEARCH FINDING AND DISCUSSION.

a. Research Result.

The following are the findings of research studies that used the following methods: interviews and documentation of research study findings:

1. Use of social media in English Learning

In this research conducted by interview related to the research problem. Research only focus on the Influence of social media toward speaking ability students of Pertukaran Mahasiswa Merdeka program. The type of social media such as Instagram, YouTube, Tiktok and Facebook. Researcher collect the data with structural interview and based on what researcher hear from respondents. These are what respondents said about their Using social media to learn English.

1. RC : Apakah anda menggunakan sosial media dalam belajar Bahasa inggris ? (Do you use social media to learn English ?)

RS1 : "Social media adalah salah satu platform dimana saya bisa belajar bahasa inggris" (Social media is one of platform that I can learn English)

RS2 : "Aku suka belajar Bahasa Inggris dan aku pakai sosial media namun tidak terlalu sering tapi aku suka dengerin orang berbahasa inggris" (I like to learn English and I use social media but not too much but I like listening to people speak English)

RS3 : "Tentu saja, karena kebanyakn disosial media itu banyak menyediakan konten konten yang bisa memungkinkan kita untuk belajar Bahasa inggris disitu" (Sure, because social media provide use a lot of contents that can give us English learning)

Explanation: The three responses express the idea that social media can be used as a platform to learn English. RS1 states that she can learn English through social media. RS2 mentions that he don't use social media for learning English too often, but they enjoy listening to people speaking English. RS3 agrees with the idea that social media can be used for learning English and adds that there are a lot of contents on social media that can help in the learning process. Overall, the responses suggest that social media can be a useful tool for English learners to practice and improve their language skills

2. RC : Berapa jam waktu yang anda habiskan untuk belajar disosial media dalam meningkatkan kemampuan speaking Bahasa Inggris ? (How much time did you spend to learn in social media to improve your speaking ability ?)

RS1 : "Untuk waktunya sendiri kalau di perkirakan ngak sampai jam an diperkirakan 30 menit dan terkadang menyesuaikan dengan durasi kontennya" (About the time is not until an hour but about 30 minutes and sometimes based on the content's duration)

RS2 : "Biasanya kalau saya kira kira tidak sampai satu jam, kurang lebih hanya 30 menit" (I usually used about 30 Minutes)

RS3 : "Kalau untuk belajar berbahasa inggris sekitar 30 menit" (For learn English I spent time about 30 minutes)

Explanation: The three responses suggest that the average amount of time spent on learning English varies between 30 minutes to less than an hour. RS1 estimates that the time spent on learning English is around 30 minutes, but it may vary depending on the duration of the content being studied. RS2 states that He usually spend around 30 minutes for learning English. Similarly, RS3 also spends about

30 minutes on English learning. Overall, the responses indicate that for some people, 30 minutes is sufficient time to devote to learning English. However, the amount of time can vary depending on personal preferences and the duration of the content being studied. It's essential to have a consistent schedule for learning and practice to improve language skills, regardless of the amount of time spent.

3. RC : Konten berbahasa Inggris apa yang sering anda lihat di sosial media untuk meningkatkan kemampuan speaking Bahasa Inggris ? (What kind of content that you often use in social media to improve your speaking ability ?)

RS1 : “Kalau untuk skill speaking sendiri sering melihat konten berupa video yang ada di Youtube misalnya Pinci English disitu saya belajar basic bahasa Inggris dan untuk di Instagram biasanya kontennya yang meningkatkan reading” (For speaking ability itself, I often use video in Youtube such as Pinci English. There I can learn basic of English and for Instagram I usually use the contents for improve my reading ability)

RS2 : “Aku lebih senang video karena bisa sambil dibaca sambil didengar” (I like to use video because we can read while we listen)

RS3 : “Lebih ke video karena konten video itu memungkinkan kita seolah olah bisa berinteraksi dengan pembuat konten” (I prefer to choose video content because it can provide us like make interaction with the content’s creator)

Explanation: The three responses suggest that video content is a popular and effective way of learning English for many people. RS1 uses video content on YouTube, such as Pinci English, to learn the basics of English, while Instagram content helps to improve her reading ability. RS2 prefers video content because he can read while they listen, which helps them to understand better. RS3 prefers video content because it can provide a feeling of interaction with the content's creator. Overall, the responses suggest that video content can be an engaging and effective way to learn English, as it combines both visual and auditory learning styles. Video content can also provide a sense of interaction and engagement with the content's creator. It is essential to choose content that is suitable for the level and learning style of the individual to optimize the learning experience.

4. RC : Menurut anda, apakah belajar Bahasa Inggris butuh sosial media ?

(Do you think learn English needs social media ?)

RS1 : “Dari aku sendiri sebenarnya tidak harus menggunakan sosial media, namun saat ini sosial media itu cukup membantu, terutama untuk orang-orang yang suka belajar sosial media, dan untuk saat ini saya sendiri merasa butuh” (For me, actually we don't have to use social media, however social media helps us, especially to the person who likes to learn in social media and for now I need social media)

RS2 : “Menurutku jaman Sekarang dibutuhkan karena jaman sekarang orang-orang menghabiskan waktu dan menggunakan sosial media seperti Youtube dan tiktok. Dan bisa didengar sambil dilihat jadi memberikan kita sensasi belajar secara Audiovisual” (I think nowadays it is needed because nowadays people spend time

and use social media such as Youtube and TikTok. And it can be heard while being seen so it gives us the sensation of learning Audiovisually)

RS3 : “Iya butuh sosial media, karena di jaman sekarang orang-orang lebih menyukai bermain sosial media” (Yes we need social media, because nowadays people like to use social media)

Explanation: The three responses suggest that social media can be a useful tool for learning English, especially in today's digital age. RS1 acknowledges that social media is not necessary, but it can be helpful, especially for those who prefer to learn on social media platforms. RS2 emphasizes that social media is essential in today's world as people spend a lot of time using platforms such as YouTube and TikTok, which offer audiovisual learning opportunities. RS3 agrees that social media is needed as people are more inclined towards using social media in today's world. Overall, the responses suggest that social media can be a valuable resource for learning English, particularly in today's digital age when people are spending more time using various social media platforms. Social media offers the opportunity for audiovisual learning, which can be engaging and effective for many learners. However, it's important to note that social media should not be the only source of learning English, and learners should supplement their learning with other resources such as textbooks and language exchange programs to have a well-rounded learning experience.

5. RC : Apakah anda lebih memilih untuk belajar Bahasa Inggris melalui sosial media atau metode belajar lainnya ?

(Do you prefer to choose social media to learn English or use another method ?)

RS1 : “Kalau disuruh memilih lebih menyukai cara lain semisal kursus, karena kursus itu lebih terarah dan kita bisa berinteraksi langsung” (If I have to choose one, I like to use another method, such as course because course more directed and we can make interaction directly)

RS2: “Aku lebih memilih menggunakan sosial media, karena lebih menarik, karena kalau menggunakan metode belajar lain semisal bimbingan belajar aku tidak begitu menyukainya, dan aku lebih suka belajar otodidak” (I prefer to use social media, because it is interesting. If we use another method such as course I don't like it because I like to learn by otodidak)

RS3 : “Kalau aku sih lebih suka sosial media karena aku lebih aktif di sosial media itu, sebenarnya di media lain juga bagus tapi aku lebih memilih sosial media” (For me, I prefer social media because I am active in social media, actually other media is also good but I prefer social media)

Explanation: Based on the responses above, it appears that people have different preferences when it comes to learning English. Some prefer using social media because it is more interesting and they can learn in an autodidactic way. Others prefer other methods, such as courses or guided learning, because they are more directed and they can have direct interaction with teachers or tutors. Ultimately, the choice of learning method depends on the individual's learning style, their availability, and their preferences.

It is important to choose a method that suits one's needs and goals, and to have a consistent and dedicated approach to learning.

2. The Influence of Social Media toward Speaking Ability

In this part the researcher want to know how does influence of social media toward speaking ability with asked about what is the positif and negative impact, and changes after learn English in Social media and also the improvement of speaking ability in social media learning.

These are the answers from the first respondent about The Influence of Social Media :

1. RC : Dampak positif dan negatif apa yang anda temukan sejak bermain sosial media khususnya dalam meningkatkan kemampuan speaking Bahasa Inggris ? (What is the positive and negative impact that you found since use social media especially to improve your English speaking ability ?)

RS1 :“Dampak positifnya itu, kita itu lebih mudah dalam belajar karena bisa diakses dimana saja, dan untuk dampak negatifnya sendiri lebih kepada Kesehatan karena Ketika kita terlalu sering berhadapan dengan layar dan itu akan berpengaruh dengan Kesehatan khususnya mata”(The positive impact in use social media we can access everywhere, and for the negative impact is in our health because when we often social media we will also often to see screen it will give impact to our health especially on our eyes)

RS2 : “Pasti kalau positifnya bahasa inggris kita semakin bagus, kalau negatifnya seperti kita nanti kalau belajar disosial media nantinya kita akan terhindar dari lingkungan sosial yang ada didunia nyata, jadi baiknya di seimbangkan”(Definitely for the positive impact my English is better for the negative impact is in socialize because we often use social media so make it balance)

RS3 : “Dampak positifnya pasti banyak karena di sosial media kita bisa belajar banyak hal bukan hanya belajar Bahasa inggris tapi kita juga bisa belajar budaya. Atau juga bisa melihat lebih luas lagi dan Dampak negatifnya itu mungkin konten konten yang tidak berfaedah yang di tonton banyak orang, dan itu tergantung dari kita semisalnya apa yang sering kita search itu akan yang sering muncul di beranda kita ” (The positive impact is definitely a lot because on social media we can learn many things not only learn English but we can also learn culture. Or we can also see more broadly and the negative impact is that maybe the content that is not useful is watched by many people, and it depends on us, for example, what we often search for will often appear on our homepage).

Explanation: RS1 states that the positive impact is that social media can be accessed anywhere, which makes it easier to learn. However, the negative impact is that it can affect our health, especially our eyes because we often look at screens. RS2 acknowledges that social media can have positive impacts on language learning, such as improving one's English skills, but the negative impact is that it can prevent people from socializing in the real world. Therefore, it is important to balance the use of social media. RS3 agrees that social media has many positive impacts,

such as the ability to learn about different cultures and broaden our perspectives. However, the negative impact is that some content may be useless or harmful, and what we often search for can influence the content that appears on our feed. Overall, the responses suggest that social media has both positive and negative impacts, and it is important to use it wisely and balance its use with other activities in our lives.

2. RC : Apakah ada perubahan sebelum dan setelah anda bermain sosial media Ketika melatih kemampuan berbahasa Inggris ? (Is there an improvement before and after use social media in learn English ?)

RS1 :“Sebenarnya untuk perubahan sendiri mungkin tidak terlalu signifikan tapi aku sendiri sadar kalau ada peningkatan meskipun itu sedikit”(Actually about improvement is not really significant but I realize there is an improvement even just a little bit)

RS2 : “Ada, aku Bahasa inggrisku lumayan, yang dulunya belum terkenal sosial media Bahasa inggrisku masih biasa saja, dan untuk sekarang lumayan lah, karena kalau orang ngomong aku bisa ngerti ” (There is, my English is not bad, which used to be not famous for social media, my English is still ordinary, and for now it's not bad, because if people talk I can understand)

RS3:“Lumayan ada perubahan dan itu lebih kepada Pronounciationnya”(There is quite a change and it's more about the Pronunciation)

Explanation: Based on the responses provided, it appears that the individuals are talking about their improvement in the English language. RS1 states that there has been a slight improvement, while RS2 acknowledges that their English has improved significantly, and they can now understand when people speak in English. RS3 notes that the change in their English is primarily related to their pronunciation. Overall, it seems that each individual has made some progress in their ability to communicate in English, with varying degrees of improvement.

3. RC : Menurut anda apakah skill speaking anda meningkat setelah menonton konten yang berbahasa Inggris ? (Do you think your speaking ability have an improvement after watch English content ?)

RS1 : “Untuk itu sebenarnya aku tidak bisa memberikan penilaian karena itu baru bisa dinilai Ketika kita melakukan interaksi dengan orang lain kan skill public speaking, tapi dari aku sendiri ada peningkatan walaupun itu sedikit”

RS2 : “Ada peningkatan”(There is an improvement)

RS3 : “Meningkat, namun untuk memaksimalkan itu aku masih perlu banyak belajar dengan yang lebih berpengalaman, tapi Ketika itu dilakukan dengan giat kita akan bisa dan cepat untuk improve Bahasa inggris kita”(Improved, but to maximize it I still need to learn a lot with those who are more experienced, but when it is done diligently we will be able and quickly to improve our English)

Explanation: The conversation revolves around improving public speaking skills and English language proficiency. While RS1

cannot fully assess their public speaking skills without interaction with others, she notes some improvement. RS2 confirms this improvement. RS3 adds that although there has been progress, there is still much to learn from more experienced individuals to maximize potential. Diligent effort is essential to achieve significant progress in language improvement.

4. RC : Apakah anda langsung praktik setelah nonton konten di sosial media pada saat meningkatkan speaking bahasa inggris ? (Do you practice immediately after watching content on social media when improve speaking ability ?)

RS1 : “Kalau untuk lebih kemampuan speaking biasanya aku melatih pengucapannya sesuai dengan apa yang di sedikan oleh konten tersebut jadi dengan kata lain aku langsung mengulangi ucapan dari konten tersebut” (For speaking skills, I usually practice the pronunciation according to what the content provides, so in other words, I directly repeat what the content says)

RS2 : “Langsung praktik, karena disosial media itu memungkinkan kita untuk bisa berinteraksi” (Directly practice, because social media provide us to make interaction)

RS3: “Iya langsung praktik, kadang aku itu sambil nonton tiktok biasanya kalau didekatku ada teman aku biasa langsung praktik sama dia jadi bisa saling mengoreksi satu sama lain Ketika ada yang salah” (Yes, I practice right away, sometimes while watching tiktok, usually if there is a friend near me, I usually practice directly with him so we can correct each other when something is wrong).

Explanation: The interview highlights strategies for improving speaking skills, particularly through practice and repetition. RS1 notes that she practice pronunciation by repeating what is said in the content she is listening to or watching. RS2 emphasizes the importance of direct practice, particularly because social media provides opportunities for interaction. RS3 similarly emphasizes the value of immediate practice, noting that they sometimes practice with friends while watching Tik Tok, allowing them to correct each other's mistakes. Together, the responses suggest that consistent and direct practice is key to improving speaking skills, particularly in social situations.

3. The Most influence of social media to Improve speaking ability

In this section, the researcher want to know what is the most influence social media that can improve speaking ability of student Pertukaran Mahasiswa Program which is from different region. The are 10 samples that researcher ask about what social media they use to improve speaking ability but the researcher only take 3 respondent who represent another respondents.

This is the answers of the first respondent about the most influence social media

1. RC : Sosial media apa yang sering anda gunakan diantara Instagram, Facebook, Youtube, dan Tiktok dalam meningkatkan kemampuan speaking bahasa Inggris ? (What kind of social media do you often use among Instagram, Facebook, Youtube, and Tiktok to improve your speaking ability ?)

RS1: “Kalau dari saya sendiri lebih sering menggunakan Instagram dengan Youtube, dan yang paling sering diantara kedua itu adalah Youtube, karena kalau di Instagram hanya sekedar konten bacaan”(In my opinion I often use Instagram and Youtube and the most influence social media is Youtube because if in Instagram it is only for picture)

RS2 : “Aku lebih suka pakai Youtube dengan Tiktok karena konten kontennya berupa video, tapi lebih prefer ke tiktok karena video video yang disediakan durasinya singkat” (I prefer to use Youtube and Tiktok because the contents is video and the most I prefer to use is Tiktok because it provides a short videos)

RS3: “Tiktok, karena di Tiktok kebanyakan konten konten yang memungkinkan kita untuk belajar Bahasa inggris semisalnya konten konten yang berasal dari luar negeri” (Tiktok, because Tiktok has a lot of content that provide us to learn English such as oversease content)

Explanation: Based on the interview, most of the students choose social media as the platform to learn English because Youtube provide video content that has many things inside there. There are also many type of content use English language

DISCUSSION.

1. The Use of social Media in English Learning

all of the respondents use social media to learn English, and most of them spent their time to learn English in social media in 30 Minutes. All of them choose Video platform to learn English because they can listen and also read with use audiovisual, and most of them choose social media as one of the learning platform to improve their speaking ability but to improve more they also choose another method to learn English like a course or find a mentor to teach to maximise their speaking ability. And one of the key to improve their speaking ability they have to find a partner to speak so they can directly correct them if they are wrong.

There are 3 respondent who represent students from different province to explain how much time they spent in social media to learn English. They spent 30 minutes time per day to learn English because they think that is an effective way to learn English as well and also can give them efficient time to learn and watch video on Any platform to improve their speaking.

2. The Influence of Social Media toward Speaking Ability

According to the answers of respondents all of them have improvement when they learn about English because after they watched social media they directly practice, some of them try to repeat what the content said but several students also try to practice with their own friends so if they were practicing with their friend they immediately get the correction if there was an incorrect word or sentence. In their opinion social media has positive and negative impact, most of them said that the positive impact is about they can access social media easily and they can open it anywhere and there are many free platform that provide them to learn English. And for the negative impact, it depends on the user, if the user use it well it will give good impact but if the user use it for negative it will be negative so about the influence of social media we can said that

social media has a good impact and influence use to improve our speaking ability.

3. The Most influence of social media to Improve speaking ability

According to the interview, most of the students use YouTube as their media platform to learn English. Because Youtube. YouTube has become one of the most influential social media platforms for people to learn English. There are several reasons why YouTube stands out as a valuable tool for language learners. First and foremost, YouTube offers a vast array of educational content. There are language lessons, tutorials, and lectures on various topics in English available on YouTube. With such a variety of content, learners can choose material that aligns with their interests and language proficiency level.

Moreover, YouTube offers the convenience of accessing these resources at any time and from anywhere. This feature is particularly useful for individuals who cannot attend in-person classes or access traditional learning materials. With YouTube, learners have the flexibility to learn at their own pace, allowing them to practice and review as needed.

In addition, YouTube's algorithm recommends related content, which can be incredibly helpful for learners. This feature enables users to discover and explore new material that may not have been on their radar. Additionally, YouTube's recommendation system is personalized, based on the user's search history and previously watched content. This tailored approach ensures that users are presented with material that is relevant and engaging.

Furthermore, YouTube provides a platform for individuals to interact with native speakers and other English learners. Engaging with others in an authentic language environment can help learners improve their speaking and listening skills. The platform allows users to leave comments and ask questions, and many creators respond to these inquiries, fostering a sense of community and creating opportunities for language learners to connect with one another.

In conclusion, YouTube has become a valuable and influential tool for people looking to learn English. With its vast array of educational content, flexibility, and personalized recommendations, YouTube provides a convenient and engaging platform for language learners to improve their skills. The platform also provides an opportunity for individuals to interact with native speakers and other learners, creating a supportive community that can help learners achieve their language goals.

According to the interview appears that the most influence social media toward English speaking Ability is YouTube, because users have preferences for social media platforms that provide video content, as it is an effective way to learn a new language. The visual and auditory elements of video content make it easier for language learners to understand and retain information. Additionally, social media platforms provide an opportunity to access a wide range of content, such as films, books, and short videos, that can aid in language learning. These platforms are also accessible and convenient, allowing learners to learn at their own

pace. The availability of subtitles and translations on some platforms, such as YouTube, also makes it easier for learners to understand foreign language content. Overall, social media is a valuable resource for language learners, providing a diverse range of content that aids in the learning process.

CONCLUSION.

Based on the provided statements, we can conclude that social media has both positive and negative effects on improving English speaking ability. The respondents of the study used social media primarily for language learning, and they preferred video platforms, particularly YouTube, because of its visual and auditory elements, accessibility, and convenience. Social media provides a wide range of content that can aid language learners in understanding slang, idioms, colloquial expressions, and cultural practices. However, excessive use of social media can lead to health issues and exposure to inappropriate content that can affect speaking ability negatively. It is crucial to remember that social media is only a tool for language learning, and regular practice and interaction with others are necessary to improve speaking ability.

SUGGESTION

Social media has both positive and negative effects on English-speaking ability. The respondents of the study used social media primarily for language learning and preferred video platforms, particularly YouTube, because of its visual and auditory elements, accessibility, and convenience. To maximize the benefits of social media, it can be used as a supplement to traditional language learning methods such as courses or finding a mentor. However, it is essential to remember that direct practice with a teacher or native speaker can help improve speaking ability more effectively. Additionally, it is crucial to be mindful of the amount of time spent on social media, as excessive use can lead to health issues and exposure to inappropriate content that can affect speaking ability negatively. To mitigate these risks, set specific goals and times for language learning, and limit social media usage accordingly. Joining language learning groups on social media and finding a language learning partner can also be an effective way to practice speaking skills and receive feedback. Lastly, consistency and persistence are key to improving speaking ability. Regular practice and interaction with others are necessary to make progress. With these recommendations in mind, social media can be a valuable resource for language learners seeking to improve their English speaking ability.

BIBLIOGRAPHY

1. Al-Sharqi, L., Kutbi, I., & Hashim, K. (2016). *Faculty Perceptions of Social Media as a Teaching and Learning Tool*. 5(1), 65–88. <https://doi.org/10.2991/icasr-15.2016.75>
2. Altam, S. (2020). Influence of social media on EFL Yemeni learners in Indian Universities during Covid-19 Pandemic. *Linguistics and Culture Review*, 4(1), 35–47. <https://doi.org/10.21744/lingcure.v4n1.19>
3. Angriani, Ardila; Hajar, S. S. (2021). Library Research :

- The Effectiveness of Social Media on EFL Learners' Speaking Skill (Youtube,ig,fb,wa, Twitter) 1Ardila. *Journal of Language Teaching and Pedagogy*, 2(2), 10–27.
4. Anwas, E. O. M., Sugiarti, Y., Permatasari, A. D., Warsihna, J., Anas, Z., Alhapip, L., Siswanto, H. W., & Rivalina, R. (2020). Social media usage for enhancing English language skills. *International Journal of Interactive Mobile Technologies*, 14(7), 41–57. <https://doi.org/10.3991/IJIM.V14I07.11552>
 5. Ariff, N. Z. Z. M., Kassim, N. A., Shoid, M. S. M., Abdullah, C. Z., Baharuddin, K., Mansor, M. H. M. @, Azmee, N. N., & Radzi, R. (2018). The Benefits of Using Social Media and the Impact of Not Filtering the Information. *International Journal of Academic Research in Progressive Education and Development*, 7(3), 304–313. <https://doi.org/10.6007/ijarped/v7-i3/4368>
 6. Derakhshan, A., & Hasanabbasi, S. (2015). Social Networks for Language Learning. *Theory and Practice in Language Studies*, 5(5), 1090. <https://doi.org/10.17507/tpls.0505.25>
 7. Desta, M. A., Workie, M. B., Yemer, D. B., Denku, C. Y., & Berhanu, M. S. (2021). Social media usage in improving English language proficiency from the viewpoint of medical students. *Advances in Medical Education and Practice*, 12, 519–528. <https://doi.org/10.2147/AMEP.S310181>
 8. Jalaluddin, M. (2016). Using YouTube to Enhance Speaking Skills in ESL Classroom Using YouTube to Enhance Speaking Skills in ESL Classroom. *English for Specific Purposes World, ISSN 1682-3257*, 17(50), 1–4. <https://www.youtube.com/user/TEDtalksDirector>
 9. Jenny L. Davis. (2010). Social Media Ερευνητικό Προγραμμα Social Media. *Media*, 58(10), 415–417. <https://doi.org/10.1002/9781118541555.wbiepc004>
 10. Kartika, M., & Rerung, S. T. (2021). *the Influence of Social Media in Learning English for Hospitality and Tourism Students Pengaruh Sosial Media Dalam Proses Pembelajaran Bahasa Inggris Pada Para Mahasiswa Hospitality Dan Pariwisata*. 4(1), 1–8. <http://journal.ubm.ac.id/index.php/journal->
 11. Mukhtar, S. Z. (2015). *Title Using Social Media in the English Teaching and Learning Process Author Sitti Zainab Mukhtar*. 13.
 12. Namaziandost, E. (2019). *The Impact of Social Media on EFL Learners' Speaking Skill: A Survey Study Involving EFL Teachers and Students Task-based language teaching and speaking skill View project Innovative Practices in L2 Writing Materials in the EFL Classroom: Effect on Writin. August*. <https://www.researchgate.net/publication/334823964>
 13. Namaziandost, E., Shatalebi, V., & Nasri, M. (2019). The impact of cooperative learning on developing speaking ability and motivation toward learning English. *Journal of Language and Education*, 5(3), 83–101. <https://doi.org/10.17323/jle.2019.9809>
 14. Raja, R., & Nagasubramani, P. C. (2018). Impact of modern technology in education. *Journal of Applied and Advanced Research*, S33–S35. <https://doi.org/10.21839/jaar.2018.v3is1.165>
 15. Raut Prafulla Patil, V. (2016). International Journal on Recent and Innovation Trends in Computing and Communication Use of Social Media in Education: Positive and Negative impact on the students. *International Journal on Recent and Innovation Trends in Computing and Communication*, 4(1), 281–285. <http://www.ijritcc.org>
 16. Sugiyono, D. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan Tindakan*.
 17. Torkey, shiamaa abd E. F. (2014). The Effectiveness of a Task-Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students A thesis Supervised by. *Ain Shams University Women's College Curricula and Methods of Teaching Departement*, 1–254. <https://doi.org/10.1200/JCO.2005.05.4296>
 18. Wolf, M., Sims, J., & Yang, H. (2018). What Social Media? *Association for Information Systems*, 3(6), 1–18. <https://aisel.aisnet.org/ukais2018/3>