THE IMPACT OF SOCIAL MEDIA TOWARDS STUDENTS' MOTIVATION AND STUDENTS' ATTITUDE OF LEARNING ENGLISH IN SUMBAWA UNIVERSITY OF TECHNOLOGY

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ABSTRACT

This study aimed at investigating the impact of social media towards students' motivation and students' attitude of learning English in Sumbawa University of technology. The study was descriptive quantitative. Participants of this study consisted of 120 students of management department, while the instrument used was questionnaire using likert-scale. A quantitative approach was utilized for data collection, while a descriptive analysis method was used to analyze the study. The results of the study showed that social media impact students' motivation of learning English positively, and students also showed positive attitudes on the use of social media in language learning. It can be concluded that social media might has vital role in language learning beholding to the findings of the study, therefore it is important to encourage students to use social media platforms in language learning. Further study are suggested to investigate specifically on which social media platforms are best to be used in language learning and to see whether or not the study program has any influence on students' perceptions of using social media in language learning as this study was conducted only in one study program.

Keywords: Social Media, Students' Motivation, Students' Attitude

LATAR BELAKANG

The digital era and its modern technologies have substantially altered the ways of communication among people (Yadav et al., 2018). Nowadays, technology has made some changes in learning and teaching with its non-stop advances (Hollands and Escueta, 2019). Technology also has provided many opportunities for EFL students to connect with native speakers in an easy way (Reinders and Benson, 2017).

English language is the language of technology including the Internet. The Web has given rise to what is essentially a modern English variety which is distinct from traditional varieties (Al-Kadi & Ahmed, 2018). Crystal (2011) considered Internet English to be a linguistic revolution. According to Crystal, these variations in English form and usage have led to the emergence of a new branch of linguistics. He calls Internet Linguistics.

One of the most common technologies that are used frequently in learning and teaching is social media, which is applied by 49% of people across the globe (Tankovska, 2021). According to Kaplan and Haenlein (2010), social media refers to a group of Internet-based applications that are built on the technological and ideological basics of Web 2.0 and permit the exchange and creation of user-generated content. Social media allows users to make exclusively recognizable profiles animated by both user- and system-supplied information. Also, social media platforms help users to articulate connections that can be traversed and viewed by others. These connections are usually demonstrated in the forms of followers' lists, friends' lists, liked pages, group memberships, and so on (Ellison and Boyd, 2013).

Based on the latest data from Statista (2023), the top 5 of most used social media platforms in Indonesia are Facebook, Instagram, Youtube, Tiktok and Whatsapp. It is also stated that most of people today possess social media account. The use of social media in language learning may affect students' motivation and attitude (Rasiban, 2021).

Motivation plays important role in a successful language learning (Gardner, 2004). Motivation is generally viewed as a student's desire and inclination to be involved in or make efforts to perform some tasks (Zhou, 2012). Without having the desire to learn, learners are less likely to cooperate, take self-responsibility, or be completely involved in the process of language learning (Zhao, et. al, 2022). Highly motivated students will always engage, enthusiastic and active in teaching and learning process. As stated by Brophy (2004), Motivation to learn exists when a student engages purposefully in an activity by adopting its goal and trying to learn the concepts or master the skills it develops. Dörnyei (2001) states that motivation is

considered a vital emotional state that influences second language learning achievements.

Another aspect that might be affected by social media in language learning is attitude. Attitude is the opinions and feelings that users of diverse languages or language varieties show toward each other's languages or their own language (Richards and Schmidt, 2002). Ahmed (2015) stated that expressions of negative or positive feelings toward a language may mirror impressions of linguistic difficulties or simplicities, easiness or difficulties of learning, the extent of significance, elegance, social position, etc. Students' attitudes can be described as a collection of feelings concerning language use and its position in the community.

Several related studies had been conducted; Alhaj & Banafi (2015) investigated the impact of social media on students' motivation in learning medical terminologies. He found that social media has a great influence on students' motivation and better achievements. They concluded that social media proves to be an effective, suitable and interesting technique for students.

Zhao et al (2022) conducted an experimental study examining the impacts of using telegram on Iranian EFL learners' foreign language motivation, foreign language anxiety and attitude toward learning. The result of their study showed that using telegram in English language learning increased students' motivation, decreased students' anxiety and students showed positive attitude towards using telegram in English language learning.

Muftah (2022) investigated the impact of social media on learning English language during Covid-19 pandemic. Her study showed that the utilization of social media has been significantly perceived to have positively impacted learning English language in terms of writing styles, reading skill, listening skill, communication skill and grammar usage.

While in Indonesian context, a related study has been conducted by Rerung (2021), she investigated the influence of social media in learning English for tourism hospitality and tourism industry. The result of her study showed that most of the students agree and extremely agree on how social media influence their language learning in various perspectives.

Having conducted the literature review about related studies that have been conducted, the researcher noticed that none of the studies that tried to investigate the impact of social media towards students' motivation and students' attitude of learning English specifically in Indonesian context. Therefore the study was carried out in Sumbawa University of Technology (UTS),

investigating the impact of social media towards UTS students' motivation and students' attitude of learning English.

There are two research problems addressed in this study:

1. How does the impact of social media towards students' motivation of learning English in Sumbawa University of Technology?
2. How does the impact of social media towards students' attitude of learning English in Sumbawa University of Technology?

METODE PENELITIAN

In order to find out the answer of each research question investigated, the researcher employed quantitative method in conducting the study, in which the instrument used was questionnaire.

Participants

The study was conducted at Sumbawa University of Technology. The total samples of the study were 120 students; 47 male and 73 female students, their ages were ranging from 19 to 20 years old. The students were coming from first semester students of management department, faculty of economics and business of UTS.

The researcher conducted the study at the first semester students of management department because English is taught only at first semester, and the researcher was teaching in four classes in management department. Therefore, by having the students in classes mentioned, eased the research process.

Instrument

In order to gain the data sought by the researcher, a questionnaire was used to obtain the data. According to Dörnyei and Taguchi (2010), the questionnaire is one of the most common techniques for gathering research data. There were 20 items exist in the questionnaire used, in which 7 items asking the students viewpoints regarding the impact of social media towards their motivation of learning English and 13 items asking the students viewpoint on the impact of social media towards students' attitude of learning English.

Before the questionnaire was distributed to the students, the validity of the questionnaire has been verified by experts to check the validity and reliability of the questionnaire used. The questionnaire utilized likert-scale from 1 to 5 that measured the extent of students' viewpoint which started from strongly disagree to strongly agree.

Data analysis

Having the data collected, the data then was analyzed based on the purposes/ research problems addressed in this study in order to get the answers of the impact of social media towards students' motivation of

learning English and the impact of social media towards students' attitude of learning English.

This study was a quantitative descriptive. A quantitative approach was utilized for data collection, while a descriptive analysis method was used to analyze the study by counting the answers of every item asked in the questionnaire in order to get the percentages.

HASIL DAN PEMBAHASAN

To find out the answer of every research question addressed in this study, all the data that has been collected were then analyzed to reveal the impact of social media towards students' motivation and students' attitude toward learning English.

For more detail, here are the results of questionnaire of the impact of social media towards students' motivation of learning English and the impact of social media towards students' attitude of learning English, both results of the questionnaire can be seen in table 1 and table 2 below.

Table 1

Result of questionnaire on the impact of social media towards students' motivation of learning English

	strongly disagree	disagree	No idea	Agree	Strongly agree
1. Social media can affect my motivation of learning English positively	0	0	2	32	86
2. Social media motivate me to learn more than the traditional methods	0	0	0	46	74
3. Social media rises my confidence toward English learning	0	1	3	56	60
4. Social media inspires me to learn better than the conventional teaching approaches	0	2	4	48	66
5. Using social media for learning and teaching seems desirable.	0	1	1	54	64
6. Using social media develops self-study.	0	0	4	12	104
7. Social media improves my communication with teachers and classmate.	2	3	5	42	68

Table 2

Impact of social media towards students' attitude of learning English

	strongly disagree	disagree	no idea	agree	strongly agree
1. Social media rises positive attitudes toward English learning	0	0	0	20	100
2. Using social media gives me more room to express myself.	0	0	0	8	112
3. Social media rises willingness to communicate among students.	0	0	2	52	66
4. I think social media makes learning easy.	2	6	3	59	50
5. I like to attend classes where the instructors use social media in their teaching.	0	8	6	62	44
6. Communicating with my teachers and classmates utilizing social media provides me with a good learning experience.	0	0	8	70	42
7. I am pleased with applying social media for my learning.	0	2	4	34	80
8. Using social media is less boring than the traditional method.	1	2	3	43	71
9. Using social media is good for shy students.	0	0	0	26	94
10. Social media helps me become an independent learner.	2	0	8	54	56
11. Learning via social media develops self-independent learning for me.	1	5	6	48	60
12. Interacting with the class group on social media aids me to develop my social capabilities.	4	8	24	42	42
13. Applying social media for learning purposes develops my academic performance.	0	2	3	23	92

Impact of social media towards students' motivation of learning English

Based on the result of the questionnaire about the impact of social media towards students' motivation of learning English, it can be seen that social media affected students' motivation of learning English positively. Where it is shown that 71.7% of the respondents responded strongly agree and 26.7% responded agree that social media affected their motivation positively when learning English.

Some items of the questionnaire also responded positively by the respondents. The items exist were the supporting items that asking the students more on the reasons of why they consider social media affected their motivation of learning English. As can be seen that 86.7% of the respondents responded strongly agree that social media may develop self-study, 61.7% of the respondents strongly agree and 38.3% agree that social media motivate them to learn more than traditional methods, while 91.7% of the respondents also believe that social media improves their communication with teachers and classmate with 56.7% strongly agree and 35% agree.

The other items of the questionnaire were also responded positively, where 55% of the respondents strongly agree and 40% agree that social media inspires students to learn better than the conventional teaching

approaches. 53.3% of the respondents strongly agree and 45% agree that using social media for learning and teaching seems desirable for the students. And the last was that 50% of the students strongly agree and 46.7% agree that social media rises students confidence towards English learning.

Based on the results of the study, it is clear that social media has positive impact on students' motivation of learning English. The final results of the study are in accordance with some previous studies that have been conducted confirming the positive impact of using social media on students' motivation of learning English. For example, zhao et al (2022) conducted a study on the impact of using telegram on foreign language motivation, foreign language anxiety and foreign language attitude toward learning among EFL learners. The results of their study found that using telegram on language learning increased student's motivation.

Besides, the results of our study are also in accordance with a study that has been carried out by Barton et al (2018) that confirming the positive effect of using social media in language learning towards students' motivation, students' attention and students' academic performances. In addition, our findings are also in accordance with a study that has been conducted by Alhaj and Banafi (2015)

which showing similar findings to our study.

Impact of social media towards students' attitude of learning English

Beholding to the results of the questionnaire on the impact of social media towards students' attitude of learning English, it can be seen that social media has positive impact on students' attitude of learning English. Where 83.3% of the students strongly agree and 16.7% agree that social media raises positive attitudes towards learning English. Meaning that all students believe that social media has positive impact on their attitude on learning English.

All items of the questionnaire were responded positively by the students. Top 5 items of the questionnaire that students responded positively are; (1) using social media gives students more room to express themselves, 93.3% of the students strongly agree and 16.7% agree on this item, (2) social media rises positive attitudes towards English learning, 83.3% of the students strongly agree and 16.7% agree on this questionnaire item, (3) using social media is good for shy students, 78.3% of the students strongly agree and 21.7% agree, (4) applying social media for learning purposes develops my academic performance, 76.7% of the students strongly agree, 18.3% agree, 3.3% no idea and 1.6% disagree on this item, and (5) I am pleased with applying social media for my learning, for this item, 66.7% of the students strongly agree, 28.3% agree, 3.3% no idea and 1.6% disagree.

As can be seen that all items of the questionnaire were responded positively by the students, although some of the students responded disagree on some items but the number is very few. Most of the students responded strongly agree on the items of the questionnaire.

Having described all the data about the impact of social media towards students' attitude of learning English, it can be stated that the findings of the study were in accordance with some previous studies that have been carried out, such as a study conducted by Moulishree et al (2020) who investigated students' perceptions of using social media in language learning, the results of their study indicated that students held favorable perceptions about using social media in language learning.

Moreover, zhao et al (2022) also conducted a similar study, where they investigated the impact of using telegram on students' attitude toward learning among EFL learners. The results of their study showed that telegram affected students' attitude positively when learning English.

Additionally, the results of our study were also in line with a study conducted by Abu-Ayfah (2019), where in his study, he surveyed the perceptions of EFL college

students on the uses of social media (telegram) in English language learning. The result of his study indicated that the students performed a positive attitude towards the social media application used in language learning.

The study showed how social media nowadays has vital role in language learning. By using social media into language teaching and learning process may beneficial either for students or educators. Students can learn by themselves, promote self- study and autonomy. While for the teachers/ educators, social media may ease the process of teaching, social media may assist educators to engage students in learning process and promote autonomous learning, and student-centered learning.

KESIMPULAN

Based on the findings of the study, it has been confirmed that social media has positive impact towards UTS students' motivation of learning English, and the students also held positive attitude towards applying social media in English language learning. The use of social media in language learning may beneficial for students and teachers. Social media may develop self-study, social media gives students more room to express themselves, social media is also good for shy students, and social media may also ease teachers in teaching process, it also can assist teachers

in engaging students in learning process and promote autonomous learning.

Finally, we have come to our final conclusion that social media nowadays have vital role in language learning. Thus, it is very important to encourage students to use social media platforms or any kind of technology into their learning process, so that social media can bring positive thing to our students as they have high tendency to utilize social media merely for entertainment purpose.

This study used social media in general as independent variable, not specifically mentioning the social media platforms. The study also was only conducted in one study program. Therefore, it is suggested for the next study to investigate which social media platforms such as youtube, whatsapp, instagram etc. that can impact students' motivation and attitude the most and to conduct study not only in one study program but in many study programs or faculty to see whether the students have the same perspective or not towards using social media in language learning regardless of their study program.

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