

THE EFFECT OF USING SOCIAL MEDIA FOR LEARNING ENGLISH TO THE STUDENTS' LEARNING ACHIEVEMENT OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM DURING COVID-19 PANDEMIC

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ABSTRAK

In this research is carried out in order to find out how far the effect of using social media for learning English to the students' learning achievement of English Language Education Program during covid-19 pandemic is. And in this research the writer takes all the students of first and third semester as the object of this research, they are 40 students. For getting the needed data, the writer applies the library and field research. The library research is applied based on the needs of the books as the sources of theories and informations, and the field research is applied based on the need of data from the field, in this case from the English Study Program, Teacher Training and Education Faculty of Graha Nusantara University. And as the instrument for collecting the data the writer uses the written test. After getting the data, the next step which is done by the writer is analyzing it by using the statistical analysis. After analyzing the data, it has been got that the value of r_{XY} is 0.79. By consulting this value to the table of interpretation given before, it is known that it can be categorized into the high correlation. It means using social media for learning English give significant effect to the students learning achievement of English Language Education Program during covid-19 pandemic. So the hypothesis of this research: "there is a significant effect of using social media for learning English to the students' learning achievement of English Language Education Program during covid-19 pandemic" is accepted.

Kata Kunci: Social Media, Learning Achievement and Covid-19 Pandemic

I. INTRODUCTION

In this decade, the learning the board utilizing innovation expanded for this present year in view of the Coronavirus pandemic. It additionally impacts Indonesia; from Walk 2020, there have been right around one thousand affirmed instances of Coronavirus (WHO, 2020). Corona Virus or Covid-19 has an impact on Indonesia's education.

According to the World Health Organization (2020), people must avoid crowds to prevent the virus. Hence, people cannot be gathering with massive people. Indonesian classroom meets many students

and teachers; then it changed into emergency remote teaching. Hodges et al. (2020) write the learning process was carried out through emergency remote teaching (ERT) since the unexpected situation occurred. This teaching-learning process utilizes online media to connect teachers and students in the Indonesian classroom. Kementerian Pendidikan dan Kebudayaan Republik Indonesia (2020) writes *Surat Edaran Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor: 36962/MPK.A/HK/2020 tentang pembelajaran secara daring*, it is stated that "Learning through online and work

from home to prevent the spread of Corona Virus Disease (Covid-19).”

Education in Indonesia already regulated technology in English learning activities. Mali (2016) writes based on *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 65 Tahun 2013 tentang Standard Proses Pendidikan Dasar dan Menengah*, stated that technology enhances students' potency and productivity; therefore, teachers and students need to utilize technology in the learning-teaching activity. Students' practice with technology would influence their attitudes in the learning process. (Holscherl & Strubel, 2000, as cited in Alberth, 2013). However, in the real situation, Indonesian classrooms faced technology's growth as challenging in the learning activity (Ammade et al., 2018). The handicaps in Indonesian students to implement online study related to internet networking (Cakrawati, 2017).

Nowadays, social media has become a foremost part of our lives as people worldwide are spending many hours on this media (Eren, 2012). Social media used through mobile phones and computers is intended to help people convey their ideas, collaborate, and communicate efficiently. Besides, people use social for many purposes, such as finding information, maintaining friendships, and expressing multiple identities (Shin, 2018). There are many kinds of social media technology, including micro-blogging platforms like Twitter, social networking sites like Facebook, media sharing tools such as YouTube and Instagram (Dabbagh & Kitsantas, 2012). These kinds of social media technology are free and easy to be signed up. That is also a reason why most people use it anytime and anywhere.

Furthermore, users of social media in Indonesia have been increased gradually. According to the latest data available on We Are Social (2020), there are 160 million people or 59% percent of the total population of 272.1 million Indonesians, use social media actively. Another result is that the

average of social media users in Indonesia was age 13 to 34. It can be seen that social media are very popular among young people, especially students. It is also supported by the writers' observation when she did teaching practice at English Language Education Program. The students are very familiar with social media. They use social media tools for many purposes such as accessing information, sharing ideas, and seeking entertainment.

Although social media is not directly created for educational purpose, it has drawn attention from educators, especially in English language teaching field. Several studies were conducted to know whether social media can be used in English classroom. It is said that social media provides an active English language environment for students to support their learning process. English is mostly used in social media since it is recognized as one of international languages. The active English environment provided by social media exposes students into an English rich exposure which support their language development.

Besides providing a space for students to be exposed to the English environment, some ELT studies investigating social media found out that social media is a remedy for reducing students' affective filters. It is also known as negative psychological factors such as anxiety, lack motivation, boredom and frustration, which have a substantial impact on students' language learning process (Zayed & Al-Ghamdi, 2019). It is revealed by a study that social media usage has reduced students' emotional variables while learning English as it enables them to concentrate on learning requisite language skills (Sharma, 2019). Moreover, social media also boost students' self-determination and motivation to use English in their daily life (Mubarak, 2016).

Recently, the world is facing COVID-19 pandemic. Schools, and universities are closed for an indefinite time. It changes the learning process, which is generally held in the classroom, into online learning. Teachers

try to use social media in their teaching despite they did not know much about how their students use social media to improve their English. Since students are the center of the learning process, their perception of the teaching practice is worth knowing in helping teachers create teaching activities that are close to their students.

Based on the explanation above, a study on the use of social media for learning English by the students is important to be investigated since teachers need to know their students' preferences in terms of what social media application they used and their ways of using social media for learning English. Studies on exploring high school students' views on social media for learning English in Indonesia are relatively low. Therefore, this study is conducted to provide valuable information about how high-school students use social media, the advantages and challenges students face while using social media to learn English.

For these reasons, the writer is interested in analyzing the effect of using social media for learning English to the students' learning achievement English Language Education Program during covid-19 pandemic.

II. THE METHOD OF RESEARCH

In conducting a scientific research, a researcher can't be freed the method used in it. Because this research is assumed as a scientific research, so that in this research the writer applies the scientific method. And in order to find out about how far the effect of the using social media for learning English to the learning achievement of the eighth grade students of English Language Education Program in 2020-2021 is, the writer applies the correlational research. It is relevant to the statements of L R Gay (1988) that states : "Correlational research involves collecting data in order to determine whether and to

what degree a relationship exists between two or more quantifiable variables. Degree of relationship is expressed as a correlation coefficient. If a relationship exists between two variables, it means that scores within a certain range on one measure are associated with scores within a certain range on another measure.

For collecting the needed data, the writer applies the library research and field research. The library research is applied based on the needs of the data from the library, in this case the needs of the books as the sources of theories and informations, whereas the field research is used based on the needs of data from the field, in this case from the English Language Education Program of Graha Nusantara University.

For getting the data about the methods applied by the students in learning the writer uses the questioners to the students. The result of questioners then scored in order to get the quantitative data about the methods applied by the students in learning. And in order to get the data about the students' learning achievement the writer applies the written test to the students.

After getting the data, both of the data of the using social media for learning English and the data of the students' learning achievement in English, the next step used by the writer is analyzing it by using the statistical analysis. It is done , because the collected data is the quantitative data, they are the scores of the students' methods in learning and the scores of the students in listening. The statistical formula used is the formula of Pearson's Product Moment.

The statistical analysis is applied in order to find out how far the effect of the using social media for learning English to the learning

achievement of the eighth grade students of English Language Education Program in 2020-2021 is. In this case the writer consults the value of r_{XY} to the table of Interpretation of correlation. The table of interpretation will show us about how far the effect of using social media for learning English to the students' learning achievement is. And in order to know about how far the using social media for learning English and the students' learning achievement, the writer uses the formulation of mean score or the average score (M).

III. THE RESULT OF RESEARCH

After finishing analyzing the collected data about the variables it has been got that the effect of using social media for learning English to the students' learning achievement of English Language Education Program during covid-19 pandemic is high. It can be seen from the value of correlation (r_{XY}), that is 0.79, in which after consulting it to the table of interpretation of r_{XY} it can be categorized into high correlation category.

So that it can be concluded that the hypothesis of this research that states : "There is a significant effect of the using social media for learning to the students' learning achievement of English Language Education Program during covid-19 pandemic", is accepted.

It means that in order to improve the students' English learning achievement during covid-19 pandemic they should use social media for learning English. However, the students' English learning achievement not only influenced by using social media for learning English, but also it is influenced by other factors, such as : their abilities in vocabulary, grammar, the teachers method in teaching, etc.

And from the value of mean score got by the students regarding to the using social media for learning English, that is 76.22, it can be stated that in general the using social media for learning English can be categorized

into good category and by looking up the mean score of the students' English learning achievement, that is, 71.56 it is categorized into the capable category. It means that the English Language Study Program students year are able to understanding English material and the lecturer have applied good technique in teaching English learning.

Based on the findings, students have a positive perception of the use of the social media for learning English. They stated that social media provides an endless supply of English content which enables them to keep practicing their English skills specifically listening, enlarges their vocabulary, and increases their pronunciation knowledge. Further, as students can learn English from many ways in social media, they can choose English content they like and find things that are not taught by their teacher in the classroom. The situation creates a stress-free language environment for students so that students are comfortable and motivated to learn English outside school. Students also said their challenges, such as internet connection problem and inappropriate content.

IV. THE CONCLUSSIONS AND SUGGESTIONS

Conclusions

1. The effect of using social media for learning English to the students' learning achievement of English Language Education Program during covid-19 pandemic is high. It can be seen from the value of r_{xy} , that is 0.79.
2. The social media is good to be applied for English learning. It can be seen from the value of mean score (M_x) of the using of social media for learning English, that is 76.22.
3. The students' learning achievement of English Language Education Program

during covid-19 pandemic can be categorized into the capable category. It can be seen from the value of mean score got by the students (M_Y), that is 71.56

4. The percentage of the students' English learning achievement that can be categorized into the capable category or they have achieved the minimal completeness criteria (KKM) is 66.67 %, whereas the percentage of the students who are categorized into the low category or they haven't achieved the minimal completeness criteria (KKM) is 33.33 %.
5. The hypothesis of this research is accepted.

The Suggestions

1. It is suggested to the English teachers to explore and combine social media especially the social media applications that mentioned by students (YouTube, Instagram, and WhatsApp) as media in their classroom. However, before including social media in the classroom, the teacher must be equipped with knowledge about social media and spend much time to prepare students in using social media for learning.
2. It is suggested to the students who are the user of social media to be more considered and wise to use social media not only for their pleasure but also for learning.
3. It is suggested other researcher, to research to explore more impact of social media on specific English skills and how to minimize potential challenges arise from the use of social media for learning English.
4. This research is still far from being, so that it is expected to other researchers to carry out the deeper research concerning to the topic of this research

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