

**SOCIAL MEDIA IN LANGUAGE LEARNING:
DESCRIPTION OF TEACHERS' BELIEF
AND STUDENTS' PERCEPTION**

THESIS

Submitted in Partial Fulfillment of the Requirement for Bachelor
Degree of English Education Department



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2023**

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MOTTO

“The true sign of intelligence is not knowledge but imagination”

(Albert Einstein)

“Life is like riding a bicycle.

To keep your balance, you must keep moving”

(Albert Einstein)

ABSTRACT

Title : **Social Media in Language Learning:
Description of Teachers' Belief and
Students' Perception**

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Today, in education many studies have examined the high interest and adoption of social media to assist language teaching and learning activities. Previous researchers have examined the views of teachers' and students' on the use of social media in learning English, but there is no empirical research that examines teachers' belief and students' perception in one study. This study aims to (1) explain students' perception on the use of social media in English class, (2) identify which social media application do students' prefer to learn English, (3) describe teachers' belief on the use of social media in English classes, and (4) analyse gap between students' perception and teachers' belief. This research used a descriptive studies with the qualitative method. And the methods of collecting data in this study included questionnaires and interviews given to collect data from 36 students' of class 10 at MLPB 2 and 3 English teachers' at SMK 2 Negeri Semarang. Then, the data were analyzed using qualitative procedures: data reduction, data display, and data conclusion. This study found that students' perception of using social media helped their learning activities in English class, while the applications they preferred to use were Google and YouTube to help the learning process. Then this research also finds how teachers' become more confident and comfortable when using social media in the learning process. This research also finds a gap between teachers' belief and students' perception regarding how the impact of using social media is both positive and negative. The implication of this research are that students' can better understand their perceptions about using

social media, and teachers' trust in social media will be wider, and teachers' should encourage the use of social media and provide more learning spaces using technology to improve students' achievement and educational quality.

Keywords : *Education, EFL Class, Social Media, Students' Perception, Teachers' Belief*

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Semarang 21 June 2023
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CHAPTER I

INTRODUCTION

This chapter discusses the research background, research question, research objectives, pedagogical significance of the research, and limitations of the research.

A. RESEARCH BACKGROUND

Technology advancement has become a societal requirement in the age of globalization. The varied effects of technology on life are clear, ranging from lifestyle and communication modes to the impact of technology on language teaching and learning through the usage of social media as a learning tool. Mobile social media can help facilitate collaborative learning since it allows learners to communicate, cooperate, and negotiate with one another (Gan et al. n.d.; Hamadi et al. n.d.).

The integration of technology and social media has been critical for students, particularly in the twenty-first century. The use of technology in the learning process has the potential to minimize the major issues associated with language instruction, such as pupils' poor motivation (Chapelle 2009) and restricted output practice chances (Bione and Cardoso 2020). Its use is also stated to assist students' in contributing to the establishment of constructivist learning environments, namely because it has enormous potential to optimize the language learning process

(Roblyer and Knezek 2003) and takes a social constructivist approach to language learning (Jonassen and Rohrer-Murphy 1999).

Besides that, technology in teaching language in the classroom cannot escape the teacher's role in it. According to researchers, the teacher is a critical aspect of successful technology integration in the classroom (Bitner, education, and 2002 2002). The teacher sees and defines a teaching scenario in the classroom, makes judgments and decisions, and then takes appropriate action. As a result, educators should pay greater attention to teacher beliefs in order to enhance teacher preparation and teaching practice because these beliefs have a significant impact on decision-making processes and teaching practices (Kagan 1992; Nespor 1987a). According to Judson, beginner teachers' perceptions of teaching settings may differ from experienced teachers' perceptions, and as a result, beginner teachers' technology-use behaviors may be contradictory to their beliefs (Chen and Chen 2010).

In several studies the use of social media in language classes has been extensively researched, in the use of social media in language learning teachers' perspective (Xue and Churchill 2020) have been well discussed. The effectiveness of using social media on EFL students in vocational schools has also been well researched by (Bashori et al. 2021). Teachers' belief

and practices toward digital media in learning English also has well discussed (Mandasari and Aminatun 2022), one of the study also has investigated students' attitudes towards the use of four popular social media (WhatsApp, Snapchat, Instagram, and Twitter) in learning English as a foreign language (Aloraini and Cardoso 2020). Both students and teachers have used social media as a language learning environment (Barrot 2021). Although social media indicates the importance of roles in increasing learning outcomes in language class (Roohani and Heidari Vincheh 2021), no empirical research to date has examined teachers' belief and students' perception in a single study. In other words, research related to teachers' belief and students' perception is not well understood. Based on the identified research gaps, the purpose of this study is to further comprehend of social media in language learning. Specifically, this study aims to (1) explain students' perception on the use of social media in English class, (2) identify which social media application do students' prefer to learn English, (3) describe teachers' belief on the use of social media in English classes, and (4) analyse gap between students' perception and teachers' belief.

This study will provide a clear picture of how social media influences students' perception and teachers' belief in their language learning and teaching behavior, this research will also be

examined using the qualitative research method where most of the previous studies used quantitative methods as research methods.

Researcher look into the usage of social media as a learning tool both within and outside of the classroom. Previous research has found that students' value social media for academic purposes (Borau et al. n.d.; Lee and Markey 2014). Nonetheless, there are several examples of students' who prefer to utilize social media for their personal interests (non-educational). In addition to investigating the potential of social media for the development of students' potential, this study will investigate the effect of utilizing social media on teachers' belief and determine if the use of social media can help teachers with comprehension, assessment, and practice evaluation.

This research deals with how various social media are seen and used by students' and teachers'. In this study, researchers attempted to determine the pedagogical use of social media in language acquisition in English as a Foreign Language class. Through a study of students' perception and knowledge of teachers' belief about social media in English classes. As a result, the researcher chose this problem and conducted a study entitled **"Social Media in Language Learning: Description of Teachers' Belief and Students' Perception"**.

B. RESEARCH QUESTIONS

According to the research background, the researcher develops four research questions, which will be discussed in the next chapter:

1. What are the students' perception on the use of social media in English class?
2. Which social media application do students' prefer using to learning English?
3. What are the teachers' belief on the use of social media in English classes ?
4. What gap can be identified between students' perception and teachers' belief ?

C. RESEARCH OBJECTIVES

The objective of this study is to find out the answers to the following problems:

1. To explain students' perception on the use of social media in English class.
2. To identify which social media application do students' prefer to learn English.
3. To describe teachers' belief on the use of social media in English classes
4. To analyse gap between students' perception and teachers' belief.

D. PEDAGOGICAL SIGNIFICANCE

This study on the use of social media in language learning is theoretically based on technological advancements, which have become the primary focus of a global society. The following are the practical implications of this study:

1. For the EFL students'

The researchers anticipate that by doing this study, students' studying English will be able to use social media to enhance their knowledge both in and out of the classroom.

2. For the English teachers'

This research is expected to provide benefits to English teachers' and provide advice regarding the usefulness of social media in improving more innovative and creative ways of teaching by using social media as learning media.

3. For the researchers

This research provides the researcher with a wealth of experience. Aside from that, the researcher expects that this research will be valuable to others who desire to investigate comparable items. for other researchers to use as references to conduct additional research on the same issue in various areas and contexts.

E. LIMITATIONS OF THE RESEARCH

In this study, the researchers focused on EFL students, namely 36 students in grade 10 MPLB 2 for the 2022–2023 school year and three English teachers at SMK Negeri 2 Semarang.

CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter discusses previous research and literature reviews that are relevant to the present research.

A. PREVIOUS RESEARCH

According to the previous research (Hasan et al. 2022) the purpose of this study was to investigate the impact of mobile learning, especially the usage of WhatsApp, on the growth of vocabulary acquisition among Bangladeshi tertiary-level EFL learners. The findings demonstrated a statistically significant difference in vocabulary learning between the control and experimental groups. The experimental group outperformed the control group in the post-test vocabulary.

According to the previous research finding of Noori et al. (2022) Social networking has been popular among Afghan university teachers' and students'. According to the findings of this study, social media is often employed as a learning medium. Among the many kinds of social networking sites, Facebook (89%) and WhatsApp (87%) are the most popular applications in EFL teaching and learning in Afghan higher education, whereas Twitter (24%), and Viber (35%) are the least popular in EFL teaching and learning in higher education in Afghanistan. This study also discovered that the majority of students' and lecturers'

use social media in university teaching and learning activities and that social media is used for a variety of purposes, including communication, reading and downloading study materials, increasing knowledge and skills, and keeping students' informed about changes to class routes and times.

The next research finding from Tubagus Zam Zam Al Arif (Zam et al. 2020) the journal investigate students' perceptions at Jambi university on the usage of six prominent social media platforms in learning English as a foreign language (Facebook, WhatsApp, Snapchat, Instagram, Telegram, and Twitter). This study focuses on students' responses that demonstrate a positive attitude toward using social media to learn English. According to the findings of this survey, students' agree that social media plays a significant role in developing their English abilities. Furthermore, this study demonstrates how students' utilize social media as a medium for learning English as an alternative (optional) language learning tool in their free time.

The next research finding of (Runge et al. 2023) this research examines the instructional quality and the role of beliefs related to teachers' digital competence in empowering students. This study adopts quantitative methods with a focus on teacher beliefs about teacher competence in terms of student empowerment and their relationship to instructional quality in technology-enhanced teaching relevant to teacher education in order to meet the

learning needs of diverse learners and to promote active and creative engagement.

The other research from (Mandasari and Aminatun 2022) During the COVID-19 epidemic, teachers' belief and behavior about digital media for English instruction were examined. The purpose of this study was to investigate teachers' attitudes toward digital media for English instruction during the COVID-19 epidemic. This study used a qualitative methodology, with participants drawn from English teachers at vocational schools. The integration of digital media in EFL instruction has a positive influence on students; it is considered that digital media allows students to learn quickly. It also teaches kids to be self-sufficient and increases their drive and interest. The other conclusion said that teachers believe that digital media integration enhances students' capacity to communicate in the target language.

Based on the second research question about students' preference in learning EFL using social media, according to (Aloraini and Cardoso 2020) this study examines the differences in attitudes toward utilizing social media in language learning between two groups: beginners and advanced. This study also looks at the benefits and drawbacks of using social media as a teaching tool. Both groups used different social media platforms depending on their language objectives and the skills they wanted to acquire (for example, WhatsApp for connecting with family

and friends, Twitter for reading, and Snapchat for developing auditory skills). Because of its learning potential, Twitter was evaluated well by both skill groups.

Meanwhile, a previous study conducted by (Cancino and Panes 2021) The effect of utilizing Google Translate on high school students' writing skills is being studied. A quasi-experimental design technique was utilized in this investigation, which was supplemented with a correlational design. The findings demonstrated that GT enhances L2 writing development and that lack of access to GT affected the quantity of words written, as well as the syntactic complexity and correctness of written texts when contrasted with learners who were given access to it. This adds to the evidence that GT can be a technical tool that promotes novice learners' writing achievement.

Research finding of (ISMAIL et al. 2019) Students' are more enthusiastic about learning and have expanded their time allotted for academic use of social media, as well as other parts of English. They are more enthusiastic and interested in practicing and enhancing their English proficiency. Technology is available to assist and enable pupils to achieve more, not only in the classroom but also outside of it. According to the poll, around 23% of students' strongly believe that social media may boost their interest and enthusiasm to learn English, and 74% of students'

think that using social media in the classroom has a beneficial influence on the learning process.

Previous research has looked on the teaching possibilities of SM. Others argue that SM can broaden students' learning experiences by allowing them to connect and communicate more easily, perhaps leading to more effective learning. (Rosell-Aguilar 2018) According to the findings of this study, many teachers had defined theoretical beliefs indicating one of three methodological approaches: function-based, skill-based, or rule-based approaches. This present study contributes to the pedagogical use of social media in language acquisition in an EFL class. through an analysis of student perceptions and knowing the influence of social media on the teacher's belief about English as a foreign language.

B. LITERATURE REVIEW

1. Perceptual Learning Style

There are several definitions by experts one of them is said that perceptual learning is the process through which an organism's perceptual system undergoes relatively long-term changes that increase its capacity to adapt to its environment and are produced by the environment(Seitz 2017). Perceptual learning entails altering perceptions, if the person's perception does not change, it is not an example of perceptual learning it is a change in belief rather than perception. Perceptual learning refers to perceptual changes that occur as

a result of practice or experience. To be considered authentic learning, the changes in perception must be the result of the learning process. Although some research finding Perceptual learning styles play a more important role in their intake of information through various modalities(Hsu 2016). This is because teachers use social media as teaching aids such as providing material in the form of papers or video clips from Youtube. In terms of language learning, a number of previous studies have shown that individual perception is a key component(Derwing and Munro 2005). Learners' perceptual learning approaches are going to differ in the EFL/ESL learning situation (Fahim, Barjesteh, and Vaseghi 2012).

Generally, when students' start learning using social media as a tool, there are three types of perceptual learning they use: visual, auditory, and kinaesthetic. According to research finding (Othman and Amiruddin 2010) based on Fleming (2006) Students' who are visual learners learn through understanding photos and/or visuals, whereas auditory learners learn by participating in discussions and listening exercises. While kinesthetic learner: learns more effectively through concrete, complete-body experiences (whole-body movement) (Aliakbari and Tazik 2011) The kinesthetic mode is more open to adopting behavior-based learning such as touch, feel, see, and listen. Moreover,

Lightbown and Spada (2013) write in their handbook that, aside from perceptual learning styles, other characteristics such as intellect, talent, personality, motivation, attitudes, learner belief, and age of acquisition might impact students' language learning (Potgieter and Strydom 1996).

Every learner has a unique method of collecting, processing and understanding information. The classroom environment and how the teacher teaches is very influential for student understanding. in the era of technological advances, where social media is often used as a medium of learning by teachers'. The material provided can be in the form of videos taken from Youtube, where the use of these videos has implemented a learning style that is both visual and auditory at the same time, which will make it easier for students' to understand the teaching material provided. Nowadays, social media can also hone students' talents and interests, such as by creating blogs related to fiction and non-fiction writing. As for the world of vlogs, where video blogs are conducted, they can contain tutorials on making or using something, proving that social media can also be an intermediary for kinesthetic learning style. in the use of social media as a teaching aid. These recent studies have begun to provide insight into how social media use may help and have

a positive or negative affect on teachers' and students' perception.

2. Teacher Belief

According to (Hutner and Markman 2017) study, describing teachers' belief definition in terms of how they impact deep cognition differs from previous efforts to characterize beliefs in terms of other sorts of mental representations, such as knowledge and pedagogy. The effect of teacher belief on academic performance has received a lot of attention. Belief are an essential topic in all areas of human behavior and learning (Gilakjani and Sabouri 2017). Although some research findings teachers' belief are an important indicator of language instruction performance (Hadi 2020). For example according to the book by Breen (2001) and Bernat and Gvozdenko (2005) the perception, belief, and behaviors that learners bring to their educational setting are key variables in the learning process, as depicted. Teachers' belief are important themes in teacher education because they assist instructors to develop their thoughts and values.

(Y Zhao, education, and 2001 n.d.) pointed out the significance of teacher beliefs in technology integration. Teachers must feel that (a) technology may help them achieve higher-level goals more successfully, (b) technology

usage will not interfere with higher-level goals, and (c) teachers will have the skill and resources to use technology. Zhao and Cziko went on to say that teachers may be hesitant to accept technology if it contradicts their existing ideas or practices. Teachers' beliefs serve as a filter through which they prioritize various things. Some elements may be considered more closely related to basic beliefs. As a result, the sorts of apps and degree to which technology will be integrated into a classroom are determined by each teacher's views (Yong Zhao and Frank 2003).

Teachers' beliefs represent their own meaning and knowledge of what to do within and outside of the classroom; accordingly, analyzing teachers' beliefs is vital in order to determine the emotional commitment that drives a teacher's choice (Laksani 2019). Teachers' perspectives influence how they interact with their pupils. If teachers can assess their students' capacity, they will be able to choose and change their students' behavior and educational options. Beliefs greatly impact teachers' classroom actions and professional growth. Teachers' views reveal a richness of knowledge, and teachers interpret their environment by developing a sophisticated system of personal and professional knowledge. In order to define teachers' thought processes, have been divided into three categories: (1) teacher planning, (2)

interactive ideas and decisions of teachers, and (3) theories and beliefs of teachers (Fang 1996), Theories and beliefs are crucial components of teachers' general knowledge because they influence how teachers perceive, interpret, and act on information in the classroom.

(Nespor 1987b) Study findings begin by outlining six structural elements of beliefs A lot of teachers' professional knowledge is appropriately considered as belief. At least four characteristics may be used to separate "beliefs" from "knowledge": "existential presumption," "alternativity," "affective and evaluative loading," and "episodic structure." Two more characteristics, "non-consensuality" and "unboundedness," are useful for defining how beliefs are constructed as systems. In order findings that Beliefs are said to 'influence what [teachers] do in the classroom,' and instructors practice in line with their beliefs. Beliefs are regarded as the most powerful predictors of instructional conduct. Nonetheless, a large body of empirical data has found contradiction between instructors' beliefs and their behaviors(Li 2013).

As teachers' experiences in the field grow, so does their expertise, becoming a highly individualized belief system that restricts their understanding, judgment, and conduct (Kagan 1992). Beliefs emerge gradually over time. Beliefs

have both subjective and objective components, and they serve as the basis for decisions made by educators and classroom conduct. This latest study has begun to shed light on how social media use might have an impact on teacher cognitive processes and conduct in the classroom, both positively and negatively.

3. Social media and Education

Social media has been shown in several studies to have an impact on students' progress. Although certain studies suggest that utilizing social media for learning has social and emotional advantages (Kabilan, Ahmad, and Abidin 2010). Because of the platform integration capacity, mobile social media, for instance, may be used to access and share a variety of learning resources. (Stefania Manca and Ranieri 2016). The incorporation of technology into the learning process has the potential to manage some of the major issues in language teaching, such as limited classroom time, low students' motivation, and limited output practice opportunities (Aloraini and Cardoso 2020).

Some studies have found a link between students' usage of social media and low academic achievement (Kirschner and Karpinski 2010). As well as the usage of social media to aid teachers in providing learning in situations when students' prefer to utilize social media rather than read books. This

indicates students' inclination to rely on social media for quick answers rather than completely and accurately studying topics. However, researchers believe that social media usage is not necessarily a poor predictor of poor academic performance. The negative impact, on the other hand, is associated with how pupils use social media. According to large-scale studies, students who attempt to multitask by utilizing social media while studying are not just less successful and productive, but it can also influence their level of performance, resulting in low academic scores (Karpinski et al. 2013). In terms of students' perception and teachers' belief regarding the use of social media for foreign language learning, this latest study begins to give insight into how the usage of social media might effect students' academic performance.

Social networking sites Over half of the world's population now utilizes social media. Because of their enormous popularity, teachers' have begun to investigate their instructional possibilities. As a pedagogical tool, social media allows users to exchange resources, engage and cooperate, offer teaching, and build socially engaging learning environments (Badri et al. 2017). Furthermore, this research can aid in understanding the aspects of instructors'

personal beliefs that mediate the use of social media to improve student-centered technology-based learning.

4. Social Media Use in EFL Class

Many research have been conducted to investigate the use of social media in learning and teaching. (Zgheib, G n.d.) The study looked at students' and lecturers' perspectives of the use of social media in learning and teaching at universities and discovered that both faculty and students saw social media as a learning tool that may introduce them to new technologies and help them learn more effectively. (Haidari, Katawazai, and Yusof 2020) investigated the implementation of social media in teaching writing and discovered that it helps students overcome numerous writing and general skills challenges. This study also demonstrates that students' performance increases when they utilize social media because it enhances language abilities, cooperation, collaborative learning, and critical thinking.

Although research studied by (S. Manca and Ranieri 2016) learning on Facebook in education emphasizes a variety of social media platform elements that may be utilized to widen learning settings while also emphasizing obstacles that inhibit adoption, such as institutional opposition to social media and incompatibility with established pedagogies. In addition to flaws in the use of

social media platforms in language teaching and learning, research in language learning using computers has demonstrated that when social media is integrated into the curriculum, it has the potential to boost language acquisition (Greenhow and Askari 2017).

However, researchers also argue that the use of social media is not a cause of decreased quality in language classes, according to (Salih et al. n.d.) found that students' not only use social media to communicate but also use it to gain knowledge and meet their educational needs. The latest research that will be carried out by researchers in this study will further explore how the use of social media affects teachers' belief and students' perspectives in their positive and negative views.

Previous studies have had the constraint of focusing on the association between students' social media use and their general academic performance rather than in-depth analyses of how students utilize social media. Teachers' perceptions of social media as learning aids will also be explored in this newest study. Examining how successful students' use social media is critical if teachers and researchers desire a better understanding of student behavior and the characteristics associated with effective learning. A future study might look at how high-achieving children can flourish academically while simultaneously being active social

media users, as well as how teachers' can effectively balance social media use with conventional learning.

CHAPTER III

RESEARCH METHOD

This chapter consists of the research design, source of data and setting, method of collecting data, trustworthiness data, instrument, and method of analyzing data.

A. RESEARCH DESIGN

Researcher in this study used qualitative descriptive studies to explore and collecting data. Qualitative research according to Creswell is a form of observational study. Field notes, interviews, dialogues, images, recordings, and self-memo are all examples of qualitative research representations. At this level, qualitative research employs interpretative and naturalistic methodologies, which implies that qualitative researchers investigate phenomena in order to make sense of them. According to Burhan Bungin's book "Qualitative Research," qualitative research addresses a description of a state, phenomenon, or social reality in society, as well as people's perspectives on anything that requires in-depth discussion. Interviews, observations, and the use of documents are common approaches in qualitative research. Qualitative research in terms of other definitions implies that it is study that employs open interviews to investigate and comprehend the attitudes, beliefs, feelings, and actions of individuals or groups of people.

The foundation of qualitative research is a postpositivist perspective that claims the presence of many realities that are formed in an ongoing conversation between people who experience them. As a result, it is said, reality can never be really grasped and defined, just approximated. The goal of qualitative research is to elaborate the meaning of reality and social phenomena rather than to predict them. The goal of qualitative research is not to explain cause and effect objectively, but rather to examine participants' understanding of the processes that relate to their subjective experience (Mcvilly et al. 2008).

The selection of an acceptable strategy to answer research questions is one of the most significant steps of the research process; as a result, researchers must be able to effectively define and justify their choice. In this study, the researcher used one of the qualitative research designs, namely descriptive studies. The most commonly suggested reason for using a descriptive method is to give simple descriptions of events and perceptions (Sandelowski, research, and 2003 n.d.). On the other hand, descriptive research tries to describe or characterize existing occurrences. Researchers believe that this design is very suitable for this topic based on the characteristics of qualitative methods and qualitative descriptive purposes. Therefore, the researcher chose this method to be applied in this study.

B. SOURCE OF DATA

According to (Harreveld et al. 2016) data sources, from which the data can be gathered, are the focus of research. The main data source in this research comes from EFL students, and teachers who using social media as a learning medium. Primary data sources in this study are all information obtained from the subject. In this study, researchers used interviews and questionnaires for 36 students' of grade 10 MPLB 2 and 3 teachers' who teach English at SMK Negeri 2 Semarang, as data sources. The selection of students' for grade 10 MPLB 2 was classified based on the researcher's preliminary teaching experience, which found a tendency for students to use social media as a tool for learning English.

Data collection was obtained from conducting interviews and filling out questionnaires. All of these data sets are used to explain students' perception of using social media to help them learn English and to find out teachers' belief about using social media as a medium of instruction in English class.

C. METHODS OF COLLECTING DATA

In this study, researchers use qualitative data approaches to explore further audience mindsets and identify opportunities for growth, development, and improvement. Qualitative research methods will make it easier for researchers to investigate the issue under consideration. In qualitative research, data can be gathered

through observation, textual or visual analysis (e.g., from books or movies), and interviews (with individuals or groups). Data collection techniques in this study are using questionnaires and interviews.

1. Questionnaire

Researchers used a questionnaire method with an **open-ended questionnaire** to collect data from teachers' and students'. The open questionnaire was chosen with the aim that teachers can provide broad responses regarding their opinions, regarding beliefs, and perceptions of using social media without being limited by alternative answers as in a closed questionnaire. Meanwhile, to make it easier to conclude student data from one class, a closed questionnaire was chosen because the alternative answers provided would make it easier for students to answer the questions that had been prepared in the questionnaire. Then the results of filling out the questionnaire are collected and processed.

2. Interviews

Interviews are one way of collecting data on qualitative methods, according to Dörnyei (2007), interviews are a way of collecting data that is 'natural and socially acceptable because it can be used in various situations covering various topics. There are three types of

interviews, namely structured, semi-structured, and unstructured interviews. This research will use semi-structured interviews in data collection as a comparison of data from questionnaires which will later be used as verification data to prove that the research data has reached credibility.

The use of both open and closed questions was also chosen because the implementation is more flexible. This will make data collection easier for researchers. This interview method will also save more time because several questions have already been prepared. Then the results of the interview will be transcribed. Transcription is very important for data processing in interviews.

The researcher chose the questionnaire and interview methods to investigate the opinions, experiences, beliefs, and/or motives of individuals on certain topics, such as exploring teachers' belief and students' perception about the use of social media in language acquisition. Qualitative approaches such as interviews and questionnaires are considered to be able to provide 'deeper' knowledge about social phenomena so that the two methods of data collection are considered by researchers according to the research needs and topics chosen.

D. TRUSTWORTHINESS DATA

In this study, the researcher used the trustworthiness category of credibility by using a triangulation strategy to measure how confident the qualitative researcher was in the truth of the research study findings. Triangulation is a validity process in which researchers seek convergence across diverse and disparate sources of information in order to generate themes or categories in a study (John W. Creswell & Dana L. Miller 2020).

According to Norman K. Denkin, triangulation includes four things, namely: (1) triangulation of methods, (2) triangulation between researchers (if the research is conducted in groups), (3) triangulation of data sources, and (4) theory triangulation. In this study, the researcher chose the triangulation method to measure the credibility of the research. The triangulation method is done by comparing information or data from the same source with different methods. In this study, researchers used interviews and filled out questionnaires to collect data. So that the data obtained can achieve the validity of the information needed in the research. Researchers can compare information through interview data and data from questionnaires, with the hope that the results obtained can be close to credibility.

E. INSTRUMENTS

This study was non-experimental and only involved participants who had experience in using target social media as a learning tool. The instruments that were used in this research are Interviews and questionnaires.

1. Questionnaire Guidelines

The notion of a research questionnaire is a research data collection technique by providing a written list of questions for respondents to answer. In this study, researchers used a questionnaire to answer research questions related to teachers' belief and students' perception about the use of social media in English class.

The researcher will give two questionnaires to answer the research problem. Questionnaire with an open-ended question will be made to answer the research question "What are the teachers' beliefs on the use of social media in English classes as learning media?". Second questionnaire with open and closed question methods will be made to answer the research question about "What are the students' perception on the use of social media in English class?" and "Which social media application do students' prefer using to learn English?"

The Google form was used to send the questionnaire instrument to teachers. The information gathered from the

questionnaire is utilized to construct their belief, and perception. This information is then enriched and classified using semi-structured interviews.

Table 3.1.1 questionnaire guidelines (teachers)

NO	Variable	Indicators	Item of Instruments
1.	Teacher Beliefs in Social Media	Social media as an alternative medium for teaching	Is social media an appropriate and promising alternative learning medium for English classes?
		Helps in facilitating learning English	Does using social media help facilitate learning English?
		Improve student skills	Does the use of social media help improve students' skills in English class?

		Building a classroom atmosphere (efficiency)	Does using social media help build a more effective classroom atmosphere?
		The negative impact of social media on learning English	What is the negative impact of using social media on learning English?
		The convenience of teachers when using social media	Does social media make teachers feel comfortable when using it to teach?
		Social media increases teacher confidence when teaching	Does the use of social media make teachers more confident in teaching?
		Easily accessible	Does social media make it easier for

		material	you to access the course material?
		Learning media varies	Does the use of social media make learning media more varied?
		Students are more active when using social media	Do students become more active when teachers use social media as a learning tool?
		Application used	Which of the leading social media platforms is more effective in teaching English?
		Selection of social media as a teaching tool	Can you describe how you decided to use (selected) social media as a teaching aid in

			language classes?
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3.1.2 questionnaire guidelines (students)

NO	Variable	Indicators	Item of Instruments
1.	Students' Perception in Social Media	Social media improves students' English skills (reading, writing, listening, speaking)	Has social media helped you improve your writing, reading, listening, and speaking English skills? <ul style="list-style-type: none"> • Yes • No
		Make it easier for students' to access learning materials	Does the use of social media make it easier for students to access English learning materials? <ul style="list-style-type: none"> • Yes • No

		The diversity of features in the application makes learning more enjoyable	Does the diversity of features in the application make learning more enjoyable for students? <ul style="list-style-type: none"> • Yes • No
		Social media features make the material easier to understand	Why do social media features make the material easier to understand for students?
		Lack of social media in use in English class	In your opinion, what are the disadvantages of social media when used in English class?
		Favorite app for studying	Which social media platforms do you prefer to

2.	Students' Preference in Social Media		use as learning media?
		The reason students' use the selected application	Can you describe how you decided to use the (selected) application as favorite social media application for learning English?
		Focus on learning when using social media	Has social media helped you increase your focus on learning and your knowledge of English? <ul style="list-style-type: none"> • Yes • No
		Effectiveness of learning with the help of	What effect do you get when using social

		social media	media as learning medium?
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2. Interviews Guidelines

Interview a definition provided by Esterberg in Sugiyono (2019), an interview is a meeting between two persons to share information and ideas through question and response in order to develop meaning in a certain issue. In this study, researchers used semi-structured interviews to collect data from teachers' and students', which later the resulting data would be used as a comparison to measure the validity of the data so that the results obtained could approach credibility.

Table 3.2.1 interview guidelines (teacher)

NO	Variable	Indicators	Item of Instruments
		Experience using social media	When did you start using social media as a teaching aid for the first time?
		Types of social media used by teachers', to	Which social media platforms do you prefer to

1.	Teachers' Belief	guide students' and develop English classes	use as learning media?
		The frequency of teachers' using social media as a medium for teaching English	Do teachers often use social media as a medium for teaching English?
		The impact of social media in influencing the cognitive processes and behavior of teachers' in the classroom, both positively and negatively	Does the use of social media impact teachers' cognitive processes and conduct in the classroom, both positively and negatively?
		The effect of using social media as an English language	What is your view on the effect of using social media as an English teaching

		teaching aid on teaching confidence	aid on teaching confidence?
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Table 3.2.2 interview guidelines (students)

NO	Variable	Indicators	Item of Instruments
1.	Students' Preference in Sosial Media	Types of social media used by students', to help develop their understanding of English	Which of the leading social media platforms is more effective in learning English?
		Improve English skills and knowledge	Does social media help you improve your English skills and knowledge? <ul style="list-style-type: none"> • Yes • No
		Positive and	Does the use of

		negative effects of the use of social media in its use as a learning aid for students' in English classes	social media influence students' cognitive processes and behaviors in the classroom, either positively or negatively?
2.	Students' Perception	Students' are more interested in learning that includes more visually appealing images (videos, text with pictures over them)	Has learning with visual media (watching movies, YouTube videos) more interesting and increasing interest in learning? <ul style="list-style-type: none"> • Yes • No
		Students' easily accept lessons that use audio, such as a tape	Does the use of learning media such as tape recorders, audio

		recorder, audio music, audio channels, or radio programs	music, or radio programs makes the material easier to understand ? <ul style="list-style-type: none"> • Yes • No
		Students'like to read posts from social media related to English, such as vocabulary, idioms, and slang.	Did you like to read a post on social media that related to English lessons (vocabulary, idioms, and slang) <ul style="list-style-type: none"> • Yes • No
		Students' like to make summaries in written form after watching learning videos or making notes from blog posts	Did you like to make a summary after reading or watching some blogs and videos on social media? <ul style="list-style-type: none"> • Yes • No

		about education	
		Students' like learning that involves moving their bodies with games while studying or following video tutorials they see.	Did you like studying while following video tutorials to make some projects related to English? <ul style="list-style-type: none"> • Yes • No

Interviews were conducted face-to-face by researchers and informants. This data is a clarification from a questionnaire survey that has been done before. After the data has been collected and classified accordingly and questions related to student perceptions and teachers' belief about the use of social media in English classes have been answered, the research question about "What gap can be identified between students' perception and teachers' belief?" can be answered. And the results of the data that have been collected will be presented with a description because this research method is descriptive research.

F. METHODS OF ANALYZING DATA

After data collection, an analysis of the data collected through interviews and questionnaires was carried out, data analysis will be carried out to gain an understanding of the data, which will then be given in the form of descriptive explanations, including drawing conclusions. In this study, researchers used an interactive analysis models according to Miles and Huberman, the analysis consisted of three activity streams: Data Reduction, Data Presentation, and Drawing Conclusions/Verification :

1. Data Collection

In this study, data was collected from interviews and filling out questionnaires that researchers conducted with teachers and students who were the source of research data.

2. Data Reduction

After the data was collected, data reduction was carried out to determine important information from informants, then the data was summarized and focused on relevant data and, data that leads to solving problems or answering research questions. Data reduction means summarizing, selecting, and focusing on important data.

3. Data Display

According to Miles and Huberman, the presentation of data can be in the form of writing, pictures, tables and

graphs. Therefore, after the necessary data is collected and reduced, the researcher then combines the data in the form of a narrative about teachers' belief and students' perception about the use of social media in English class.

4. Drawing Conclusion

Researchers concluded and interpret the data obtained, regarding this research related to research objectives, namely research related to the use of social media in language learning with a description of teachers' belief and students' perception. In this study, the conclusion is a narration description of teachers' belief and students' perception about the use of social media in English class.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter covers research findings and discussion, including the implications of the present research.

A. FINDINGS

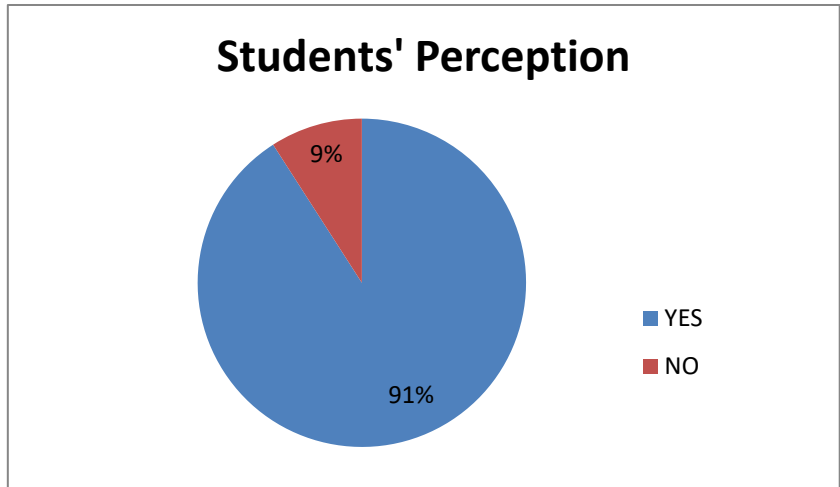
a. Students' perception of social media use in English class

After conducting the research, the researcher gathered data from the findings of a questionnaire survey and students interviews held on May 24-25, 2023. Data collection in this study was carried out using two methods: on the first day, the researcher asked students' to fill out the questionnaires that had been distributed, and on the second day, the researcher conducted interviews with students' so that the data produced became more valid. Raw data is presented in tabular form in Appendix 1, and then the researcher explained in narration form.

These data inform students' perception on the use of social media in English class. The researcher chose one class, in SMK 2 Negeri Semarang, class 10 MPLB 2, which was classified based on the researcher's preliminary teaching experience, and found a tendency for students' to use social media as a means of learning English. The raw data is presented in Appendix I, and the researcher reduces the data

into a pie diagram in Table 4.1. The data contains students' perception regarding the use of social media in learning English. The data was obtained by filling out the questionnaires that have been distributed.

Table 4.1 Pie Diagram



Referring to the raw data in Appendix I, the researcher found that 36 students' perception of the use of social media in grade 10 MPLB 2 dominantly felt a positive impact on using social media this data show in the pie diagram with 91% positive percentage and 9% negative vote. When learning English, dominant students' find it helpful and facilitated by using social media. The dominant majority of students' said that social media helped them develop their writing, reading, listening, and speaking skills in English. Students' also think

that social media helps them understand material more quickly because the features available make it easier for them to learn and make them more comfortable with learning. However, there were differences in students' perception regarding the level of focus on learning English using social media. During the interview session, several students' expressed their complaints when studying with social media, especially on their level of focus when studying. The answers of some students' who are dissatisfied with the use of social media will be shown in Appendix II.

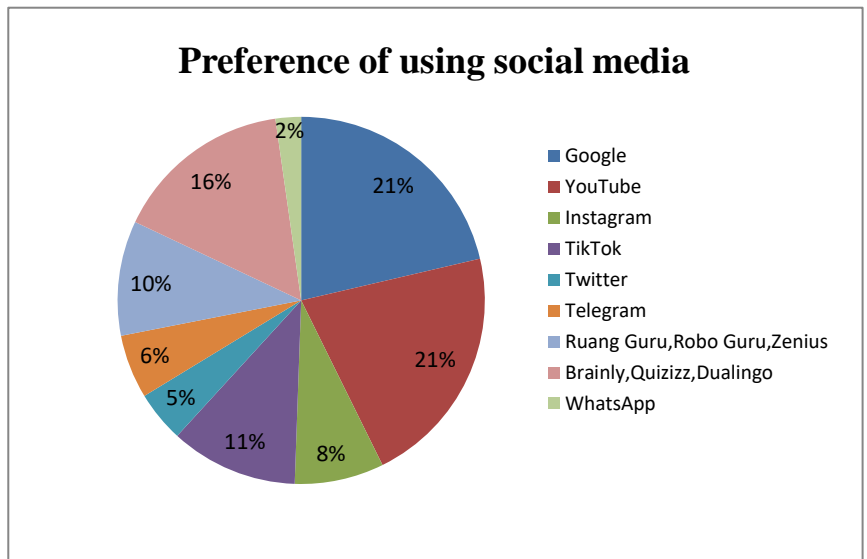
According to the results of the questionnaire survey and students' interview, the researcher concluded that students' perception of the use of social media. Students' believe that studying English with the aid of social media is highly beneficial because of the convenience of obtaining content as well as the features available on social media. However, students' report negative effects such as a loss of attention while utilizing social media for learning, and students' who believe that social media is not a place or channel for learning prefer to learn using the textbooks that have been provided. So that it can be seen that the use of social media according to students' perception as social media users helps their learning activities a lot, but of course the negative impact or social media inappropriateness for students' still exists. In terms of

the use of social media in English learning activities, according to students', it still has positive and negative impacts for them as users.

b. Social Media Applications Students' Prefer Using to Learn English

To find out students' interests in several social media applications that students' often use to learn English, the researchers collected the data through a questionnaire survey. Data on social media applications selected by students' were obtained from a questionnaire survey distributed by researchers. The data is provided in Appendix III and is simplified in the form of a pie chart in Table 4.1.

Table 4.2 Pie Diagram



Based on the data that has been obtained, the social media applications that are most in demand by class 10 MPLB 2 students' are Google and Youtube, with each interest gaining 21%, followed by other social media (Brainly, Quizizz, Dualingo : 16%, TikTok : 11%, Ruang guru, Robo guru, Zenius : 10%, Instagram : 8%, Telegram : 6%, Twitter : 5%, and WhatsApp : 2%).

After seeing the results of students' interest in using several applications on social media, the researcher identified that 10 MPLB 2 students used and liked the use and assistance of Google and YouTube for learning English. The reasons for their use were also mentioned in the interview session (Appendix IV). Referring to the raw data in Appendix IV, the researcher concludes that the reason most students' use Google and YouTube is because of the ease of access and explanations accompanied by visuals that support learning, making Google and YouTube suitable as learning media.

c. Teachers' belief on the use of social media in English class

To obtain data related to teachers' belief in social media use for teaching, researchers collected data using a questionnaire survey, and interviews were conducted on March 19 and March 24, 2023, with three English teachers at SMK 2 Negeri Semarang. Questionnaire data will be presented in Appendix V. While the questions asked in the

interviews that are in accordance with the interview guidelines prepared by the researchers will be attached in Appendix VI.

According to the questionnaire data and supported by interview data, the researchers concluded that three English teachers' at SMK 2 Negeri Semarang use social media to teach English, but the ways of using it and the teachers' trust in it are different. As said by Teacher 01 (Appendix V), the ease of accessing social media such as YouTube makes it easy for students to be directed, and students' can easily understand the material provided, but according to Teacher 01 statement, the role of the teacher is still very much needed even though social media is considered complete and perfect for learning. Also, according to Teacher 01, social media increases teacher confidence when teaching, and according to her, social media has a balanced negative impact and positive benefits. Agreeing with the first teacher, the second informant (Teacher 02) also said that related to social media, which has been used since 2000 and is very helpful in accessing students' learning outcomes, according to Teacher 02, social media helps make work more concise because of social media assistance such as Google Drive and Google Forms, which also make it easier to carry out assessments. With social media, students' who are unable to attend class can still access material without having to be left behind by friends who are present in class.

Meanwhile, Teacher 03 admitted that his confidence was built after adapting social media for teaching, but he doesn't use social media too often. He will use social media by adjusting the material to be provided.

This study found that teachers have a strong belief in social media when it comes to teaching English as a foreign language. Teachers can create engaging instructional activities and guide students to become autonomous learners with the use of technology. So that the use of social media is suitable for use by three English teachers' at SMK Negeri 2 Semarang for teaching. Teachers' trust in social media also arises because of the positive impacts that exist, such as easy access for teachers' and students', and because social media assists teachers' in distributing material and assessing students' work.

However, according to the teachers', the negative impact is still felt in the use of social media, such as teachers' who do not know about the students' learning process and the lack of sharpening of students' memory of material because they rely on social media, to the point that the students' sometimes do not focus on the teaching and learning process they try to do other things in social media. Therefore, the teachers' must be able to manage the use of social media in the classroom so that the class is better controlled.

d. The gap between students' perception and teachers' belief in the use of social media in English class

After obtaining data from teachers' and students', the researchers concluded that there is a gap between their belief and perceptions about the use of social media. To find out the gap between teachers' belief and students' perception, the researcher presents the data in tabular form, as shown in Table 4.2, which the researcher later described in narration form.

Table 4.3 Data Gaps

No	Aspects	Teachers' Belief	Students' Perception	Result
1.	Social Media	easy to access.	Easy to access	No Gap
	Use	facilitate the delivery of learning information, assignments, and assessments.	Easy to understand material	No Gap
		Social media platforms help facilitate the teaching and	Various features make learning	No Gap

		learning process.	more fun.	
			Learning English feels easier.	No Gap
2.	Social Media Impact	Social media makes teachers feel comfortable when using it for teaching.	Social media helped students' improve their writing, reading, listening, and speaking English skills.	No Gap
		Students' lack strong memory when learning vocabulary because they don't read books.	Social media helped students' increase their focus on learning and their knowledge	Lowered focus on learning the impact of the use of social media in English

			of English.	classes.
		Teachers' don't know the process of how students do the assignment.	Students' rely more on social media when doing assignments than studying.	No Gap

After reducing data from informants, researchers found a gap between teachers' belief and students' perception, this gap is in the impact caused by social media. Teachers' use social media because they feel comfortable and helpful when teaching. Teachers' also tend to use social media for assessments and assignment because it's easier and shortens time, but teachers don't like the use of social media too often in class because it has a negative impact on students, such as students becoming less interested in learning, reading books, and being less responsible for the assignments given because they depend on social media. Even social media often makes students unable to focus while studying. While students' tend to feel helped by using social media, many of them feel positive impacts when using it for learning English, but only a few of them feel disadvantaged by using social media.

So the researchers concluded that the gap in teachers' belief and students' perception lie in the positive and negative impacts of using social media felt by teachers' and students' as users.

B. DISCUSSION

a. The use of social media in the learning process for students in English class

This study examines the use of social media in the teaching and learning process in English classes at SMK 2 Negeri Semarang. The results of this study indicate students' perceptions of social media use; the results show its effectiveness, with most students finding it helpful to use it in English classes. These results are consistent with research found by (Shaheen et al. 2020) in previous research on the effectiveness of social media for teaching and learning in EFL classrooms.

b. Preferences for using social media applications to assist the learning process

Based on the results of research on preferences for using social media applications for the teaching and learning process, it shows that Google and YouTube are the most popular social media, while WhatsApp and Twitter are the least popular. These results show similarities with findings from (Moghavvemi et al. 2018) studies. There are similarities and differences in this study. The similarity lies in the

effective use of YouTube in the teaching and learning process; however, in this research, WhatsApp is not popular as an application used in the learning and teaching process. In addition, recent research also found students' preference for using Google to help the learning process.

c. Teachers' beliefs of social media in the learning and teaching process

Social media plays an important role in changing the learning and teaching process for different purposes. This is shown in the results of teachers' trust in the usefulness of social media. The results show that teachers' find it helpful when teaching using social media, but each teachers' uses it for different purposes, whether to share material, as students' assessment, or just to direct students' to make the class more active. This results is consistent with studies from (Chawinga 2017) which show the majority of teachers' use social media in their teaching, and students' use it to access materials, such as to share information and get learning materials.

d. Positive and negative impacts of social media use on learning English

This study also revealed a gap between teachers' belief and students' perception of using social media. This gap is in the impact caused by social media; teachers' and students' both benefit from its use, but in this study, the teachers' showed

many negative opinions about the use of social media for students' learning processes. Meanwhile, the data that has been collected shows students' positive responses to the impact of using social media in the learning and teaching process. These results are consistent with research (Haand and Shuwang 2020) that shows the adverse effects of social media, not only from an academic point of view but also from physical damage such as excessive use of social media that will disrupt the eye health of both teachers' and students'. but previous researchers such as study by (Salih et al. n.d.) have also proven the effectiveness of social media for the learning and teaching process.

e. Implications

The implication of this research are that students' can better know their perception regarding the use of social media, and teachers' trust will be wider in the use of social media. As seen in the results of the study, the number of students' who feel helped by using social media can be a good consideration for using social media in English class. Definitely, students' will be more aware of the use of social media, which is very useful for learning English. As well as teachers' can better adapt social media as teaching aids. Teachers' will not only use social media as a medium for distributing material, but

social media can also help students' increase their level of creativity in learning.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents conclusions and suggestions for the following finding of the study

A. CONCLUSIONS

This study examines the impact of social media use on English class, on students' perception, preferences of applications used by students', teachers' belief, and the gap between teachers' belief and students' perception of social media use. Based on the data that has been collected, the researcher knows that students have positive perception on the use of social media in English class. such as social media helps them develop English skills, helps them understand material more quickly, makes it easier for them to learn, and makes them more comfortable in learning.

The results of this study also find that students' used several social media applications such as Google, YouTube, Brainly, Quizizz, Dualingo, TikTok, Ruang Guru, Robo Guru, Zenius, Instagram, Telegram, Twitter, and WhatsApp to help the learning process, but the majority of students preferred to use Google and YouTube because the two applications were considered easy to access and the material provided was easy to understand.

Meanwhile, the results of this study also show teachers' belief in the use of social media to teach English; they feel comfortable

and more confident when teaching. This study also shows the gap between teachers' beliefs and students' perceptions, which lies in the impact of social media use. Teachers' tend to feel helped in the teaching process, but teachers' also find the negative effects of using social media in learning and teaching process, such as students' who are less responsible for the assignments given because they rely on social media to find answers, students' who are less serious in the learning process due to low levels of focus, and teachers' who consider social media to make students' have low enthusiasm for learning, and the impact on physical health due to excessive use of social media.

Different from teachers', students' actually feel that the use of social media has a very positive impact on their learning process, especially learning in class, which is made easier and less boring because of the help of social media. In fact, most students' say social media does not have a negative impact on them. So it can be concluded that the gap between teachers' beliefs and students' perceptions lies in the impact they get after using social media and the positive and negative impacts of social media in English classes.

The generalization of results is limited because this study only focuses on the same class, so the data is less diverse and limited. Besides that, the methodological choices are limited by the method of collecting data through interviews and questionnaire

surveys, so this research can only answer the "what" questions, so questions that include "how," such as "how is the application of the use of social media in the learning process?" cannot be studied further.

B. SUGGESTIONS

The current research can be interpreted as a follow-up step in the investigation of the use of social media in English classes. However, this research still requires improvement due to several weaknesses. For further research that will use the same topic to make it even better, future researchers can explore topics that are more developed, for example, the impact of social media on improving language skills such as speaking, listening, writing, and reading. By conducting studies in a wider variety of domains, future researchers can also use quantitative methods to conduct tests and experiments so that the generalization of the data is broader. The researcher also hopes that future researchers can also complement the shortcomings of this study, such as being able to answer "how" questions such as "How do students use social media" or "How do teachers implement social media in class." Researchers hope that the results of further research can complement the shortcomings of this study.

C. RESEARCHER NOTE

The researcher's note in this latest study is the researcher's response regarding the use of social media in the learning process in English classes for EFL students. After conducting research, researchers argue that social media has a big influence when used in the learning process. Besides that, according to researchers, the positive and negative effects of social media are balanced in its use in English classes. This is shown by teachers' and students' use of social media.

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APPENDIXES

Appendix I Students' Perception Questionnaire Survey

NO	Informants	QUESTION			
		Has social media helped you improve your writing, reading, listening, and speaking English skills?	Does the use of social media make it easier for students to access English learning materials?	Does the diversity of features in the application make learning more enjoyable for students?	Has social media helped you increase your focus on learning and your knowledge of English?
1.	ST 01	YES	YES	YES	YES
2.	ST 02	YES	YES	YES	NO
3.	ST 03	YES	YES	YES	YES
4.	ST 04	YES	YES	YES	YES
5.	ST 05	YES	YES	YES	YES
6.	ST 06	YES	YES	YES	YES
7.	ST 07	YES	YES	YES	YES
8.	ST 08	YES	YES	YES	YES
9.	ST 09	YES	YES	YES	YES
10.	ST 10	YES	YES	YES	YES
11.	ST 11	YES	YES	YES	YES
12.	ST 12	YES	YES	YES	YES
13.	ST 13	YES	YES	YES	NO
14.	ST 14	YES	YES	YES	YES

15.	ST 15	YES	YES	YES	YES
16.	ST 16	YES	YES	YES	YES
17.	ST 17	YES	YES	YES	NO
18.	ST 18	YES	YES	YES	YES
19.	ST 19	YES	YES	YES	YES
20.	ST 20	YES	YES	YES	YES
21.	ST 21	YES	YES	YES	NO
22.	ST 22	YES	YES	YES	YES
23.	ST 23	YES	YES	YES	YES
24.	ST 24	YES	YES	YES	YES
25.	ST 25	YES	YES	YES	YES
26.	ST 26	YES	YES	YES	YES
27.	ST 27	YES	YES	YES	YES
28.	ST 28	YES	YES	YES	YES
29.	ST 29	YES	YES	YES	YES
30.	ST 30	YES	YES	YES	YES
31.	ST 31	YES	YES	YES	YES
32.	ST 32	YES	YES	YES	YES
33.	ST 33	YES	YES	YES	YES
34.	ST 34	YES	YES	YES	YES
35.	ST 35	YES	YES	YES	YES
36.	ST 36	YES	YES	YES	YES

Appendix II Question of Students' Perception Interview

1. Has social media helped you increase your focus on learning and your knowledge of English?
 - Student 02 : “For me, the use of social media makes me not focus on studying because I will be distracted by other things when opening social media.”
 - Student 13 : “In my opinion, social media reduces my focus on learning, and apart from that, social media makes students dependent on using it, especially Google Translate in English classes.”
 - Student 17 : “The use of social media makes me rarely read books because learning activities are completely diverted to social media.”
 - Student 21 : “In my opinion, social media can also be interpreted as a double-edged sword. The use of social media can reduce achievement in learning because it reduces the focus of learning, creates laziness, and creates a sense of lack of responsibility.

Appendix III Students' Selected Application Questionnaire

NO	Informants	Google	YouTube	Instagram	TikTok	Twitter	Ruang guru Robo guru Zenius	brainly Quizizz Duolingo	WhatsApp	Telegram
1.	ST 01	✓								

2.	ST 02	✓	✓	✓						
3.	ST 03		✓	✓	✓					
4.	ST 04		✓	✓	✓	✓				
5.	ST 05		✓		✓		✓			
6.	ST 06						✓			
7.	ST 07	✓	✓							
8.	ST 08	✓	✓	✓	✓					
9.	ST 09				✓	✓				✓
10.	ST 10	✓								
11.	ST 11							✓		
12.	ST 12		✓							
13.	ST 13	✓						✓		
14.	ST 14	✓								
15.	ST 15						✓	✓		
16.	ST 16		✓		✓					✓
17.	ST 17	✓					✓	✓		
18.	ST 18		✓					✓		✓
19.	ST 19				✓	✓				✓
20.	ST 20	✓	✓	✓	✓					
21.	ST 21	✓						✓		
22.	ST 22							✓		
23.	ST 23	✓						✓		
24.	ST 24	✓								
25.	ST 25		✓					✓		

26.	ST 26		✓					✓		
27.	ST 27						✓	✓		
28.	ST 28	✓	✓							
29.	ST 29	✓	✓						✓	✓
30.	ST 30	✓								
31.	ST 31	✓	✓				✓			
32.	ST 32	✓								
33.	ST 33		✓	✓						
34.	ST 34		✓	✓	✓					
35.	ST 35	✓	✓						✓	
36.	ST 36		✓			✓				✓

Appendix IV Students' Selected Application Interview

1. Which of the leading social media platforms is more effective in teaching English?
 - Student 01 : YouTube because there is help from visual explanations, so it's not boring, while on Google there are many references that are very helpful in learning English.
 - Student 02 : YouTube because it is accompanied by learning tutorials, so learning is easier to understand.
 - Student 03 : I use Google to learn English because it is easily accessible.

- Student 04 : I use Google because a lot of material is accessible
- Student 05 : I use YouTube because the explanation of learning content is up-to-date with current developments, making learning more interesting.
- Student 06 : I use Google because it's easy to access and has features that make learning easy.
- Student 07 : YouTube and Google because there are visuals and audio that make learning more interesting and easy to understand.
- Student 08 : YouTube, because of some content creators, has explanations that are easy to understand, making it easy to learn.
- Student 09 : Google helps you find references to material that you don't understand.
- Student 10 : YouTube is interesting and easy to use because there are animated images, so learning isn't boring.

Appendix V Teachers' Belief Questionnaire Survey

NO	Informants	Question			
		Which of the leading social media platforms is more effective in teaching English?	Can you describe how you decided to use (selected) social media as a teaching aid in language classes?	What is the negative impact of using social media on learning English?	Does the use of social media make teachers more confident in teaching ?
1.	Teacher 01	YouTube	Because it's easy to access.	Students lack strong memory when learning vocabulary because they don't read books.	Yes
2.	Teacher 02	YouTube, Google Drive, Google Form, Teams	To facilitate the delivery of learning information, assignments, and assessments.	I don't know the process of how students do the assignment.	Yes
3.	Teacher 03	Whatsapp, Google form.	First, the simplest, easiest, and most popular social media platform, but it has a good role in the teaching and learning process.	The students sometimes do not focus on the teaching and learning process; they try to do other things, and when the learning takes a long time, it can disturb their eyes.	Yes, it does

Appendix VI Question of Teachers' Belief Interview

1. When did you start using social media as a teaching aid for the first time?
 - First Teacher : “I started using social media when digital technology began to spread and become popular.”
 - Second Teacher : “I've been using social media since 2000”
 - Third Teacher : “It's been a long time, and since the 2013 curriculum, I have been using social media more often to teach. For example, at this school, there is an internship program for students, so their learning process is focused on learning through social media. Can be via Google Form or WhatsApp.”
2. Which social media platforms do you prefer to use as learning media?
 - First Teacher : “I use the most effective and easily accessible social media, which is YouTube”

- Second Teacher : “I use PowerPoint and Google Forms for giving materials and assignments. Sometimes I ask them to publish assignments on Instagram or YouTube.”
 - Third Teacher : “I often use WhatsApp, Google Forms, or sometimes view teaching materials via TikTok, and then I convey them to students.”
3. Do teachers often use social media as a medium for teaching English?
- First Teacher : “I often use social media in class.”
 - Second Teacher : “I often use the WhatsApp group to provide material or assignments, and after that, I ask them to publish on Instagram or Youtube; sometimes I also ask them to collect it on Google Drive. And usually, I use Google Forms for tests.”
 - Third Teacher : “I don't use social media too often, only sometimes using it to change the learning atmosphere, especially to adjust the material to be provided.”

4. Does the use of social media impact teachers' cognitive processes and conduct in the classroom, both positively and negatively?
- First Teacher : “Yes, social media affects my sense of trust and comfort when teaching because it's easier for students to grasp the material provided, and it's easier for teachers to achieve learning material goals with the help of social media.”
 - Second Teacher : “From a positive perspective, I am more able to keep up with technological expansions, which makes it easier for me to evaluate. The negative thing about using social media is that I don't know how they work with their assignments and learning processes. Therefore, I always emphasize to my students that they should be honest and responsible for the assignments I have given.”
 - Third Teacher : “It indirectly influences my mindset when using social media for teaching, such as by leading

to more advanced things in the learning process. On the negative side, of course there is, and this returns to the teacher's ability to better control students so that they use social media to focus on learning and not divert their attention to other things. From a health perspective, excessive use of social media is feared to interfere with children's eye health.”

5. What is your view on the effect of using social media as an English teaching aid on teaching confidence?
 - First Teacher : “In my opinion, social media has positive benefits and balanced negative impacts. In my opinion, the role of the teacher is very much needed when using social media in the classroom to control students and avoid negative things so that learning objectives are achieved. This is done so that students still have a high learning ethic and are not lazy because they rely on social media. Therefore, social media cannot replace the

teacher's role, even though it has positive benefits that are beneficial, but students still need teacher assistance”

- Second Teacher : “I have become more confident because I am better able to keep up with technological advances, and then materials can be affordable for all children who may not be able to come to class because all children have the right to learn.”
- Third Teacher : “Through mastering technology, I have to be more updated, whether in daily news or new learning techniques, so social media is very good for teachers to apply in order to increase their knowledge and experience in teaching using social media.”

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