



SOCIAL MEDIA AS A TOOL FOR LEARNING ENGLISH TO MOTIVATE LEARNING ACTIVITIES IN STUDENTS OF INFORMATION AND COMPUTER TECHNOLOGY FACULTIES Case study: Institut Bakti Nusantara

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Abstract

English has been introduced and studied from an early age till University because it is still introductory, so students are certainly not proficient in communicating with that language. The problem raised in this study is why is the level of student's English proficiency in FTIKOM semester 2 IBN 2022/2023 academic year low? How to increase student motivation in learning English? And what learning strategies can influence student learning motivation in English courses? In this study, researchers used a descriptive method with a qualitative approach. The conclusions in this study are (1) The low level of understanding and learning motivation of FTIKOM students in semester 2 of IBN for the 2022/2023 academic year is caused by first, English is not a favorite subject. Second, the effect of the Covid 19 pandemic which requires students to study at home, and only online. Online learning in district areas cannot be implemented optimally. Therefore, high school graduates who currently occupy lecture seats in semester 2 have low English skills and lack motivation to study. (2) In this study it was found that the use of YouTube social media can increase the learning motivation of FTIKOM faculty students in semester 2 of IBN for the 2022-2023 academic year. (3) Learning strategies using YouTube social media can affect student learning motivation in English courses because learning content from YouTube has a relatively long duration of explanation compared to English learning content on other social media, as well as students can replay the learning video to understand the material.

Keywords: YouTube Social Media, Learning Media, English

INTRODUCTION

Language is a communication tool that humans use to interact. Devianty (2017) states that to express feelings, desires, and thoughts both orally and in writing, the thing used as a communication tool is language. Meanwhile, according to Ristia Wahyuningsih et al (2021) state that one of the results of human culture is language. It is estimated that there are more than seven thousand languages spoken in the world (Weliyanto, 2020). Simons (2019) states that Mandarin is ranked as the first speaker with the

greatest number of 921 million speakers; Then there is Spanish which ranks second with 471 million speakers; Then in third place is English with 370 million first speakers. As for the second, third, and so on speakers, English is the largest language in the world. This is due to the colonial influence of the British Empire and the spread of American culture. This statement is based on estimates from the *Ethnologue*, which is a language reference published by SIL International (Summer Institute of Linguistics).

Although English is ranked third based on the number of speakers, English is the official language in nearly 60 sovereign countries and is the first-second language studied in the world. English is also designated as an international language in various fields, for example in the fields of technology, business, and science, to international communication (Kusuma, 2018). In the global era, especially the 4.0 era, the ability to speak English is a necessity. English in Indonesia has a role in various fields, one of which is the field of Education. The use of English has been introduced early on, starting from early childhood, kindergarten, and elementary school to the tertiary level, at the tertiary level, English is a general basic course (MKDU) that students must take.

The English course at the Faculty of Technology and Informatics at the Bakti Nusantara Institute has a Semester Credit System (SKS) load of 3 credits. Studied in the second semester of each academic year. The learning objective of this English course is for students to become more familiar with and able to use English that is relevant to their major because most of the subjects they will study do not escape the use of English or terms in English, for example in subjects programming course. English lessons are given because students are currently pursuing their education, so they can use English directly in contexts that are appropriate to their fields (academic interests). In addition, by studying English students are prepared to enter the world of work, so it can be an added value to be able to compete in the competition in the world of work, such as mastering public speaking, which can be very useful for receptionist positions, customer service, tour guides, public relations, and others. Reisha (2019) in Survey "English Proficiency and Indonesia's Position in the Global Workforce" states 96% of HR professionals in Indonesian companies consider English communication skills to be important

Even though English has been introduced and studied from an early age till university, because it is still introductory, students are certainly not proficient in communicating with that language. As for some students who are proficient in using English for other reasons, be it because of a hobby, or an interest in mastering English they can learn with additional classes or courses in the field of English.

Based on researchers' observations, 90% of students in semester 2 of the 2022/2023 academic year at IBN Faculty of Technology and Informatics have low English proficiency. English, and what learning strategies can influence student learning motivation in English courses. The purpose of this study was to find out the appropriate learning strategies and media to be applied to information technology students in semester 2 of IBN for the

2022/2023 academic year. In this study, researchers used YouTube social media as a learning medium that can be used as a means of education related to English courses.

Previous research

The first research was by Ni Made Lisma Martarini et.al, with the research title "Social Media and Learning: Study of the Effectiveness of Instagram in Learning English". In the article, it is said that the English course is one of the subjects that must be studied by students according to their major. Writing skill is a skill whose achievement is less than optimal, so researchers use social media Instagram as a learning medium that can motivate students to learn English. The use of Instagram social media is used as a means of discussion, collection of assignments, or as a means of sharing the results of student assignments. The results of this study state that the implementation of the Instagram social media effectiveness project in learning English that focuses on writing skills in procedural text material is (1) Students are more motivated and happy in participating in learning activities (2) By applying Instagram as a learning medium can improve writing skills students in English, especially in procedural texts, (3) The application of Instagram social media as a learning medium contributes to increasing student motivation towards learning English, (4) The use of this learning media can increase students' awareness in doing assignments (Lisma, 2021).

The second study, "The Attractiveness of TIKTOK as an Online English Learning Media". It is a study written by Ni Luh Warini et al. In his research, researchers used TikTok social media as a learning tool. The results of this study are that in terms of English learning content, research shows that there are five types of lessons using online TikTok videos that are often made, namely: pronunciation, vocabulary, grammar, common mistakes, and English facts. The pronunciation category is the highest category of the four best content creators. In addition, the findings also show that TikTok has an appeal as a medium for learning English; short videos, simple and interesting material, equipped with back sound, images, and editing filters that can provide benefits, and also entertain (Warini, 2020).

Furthermore, the third study by Tutut Nani Prihatmi et al, entitled "The Influence of Social Media on English Learning Achievement in the ITN Malang Mechanical Engineering Study Program" in 2018, stated that the rapid development of social media has affected aspects of the education sector. The research was conducted to find the effect of the use of social media on English learning achievement in the Mechanical Engineering study program, at the National Institute of Technology Malang. The results of this study indicate that the use of social media by ITN Mechanical Engineering students has a negative influence on the value of learning outcomes in English courses. The use of social media in the student environment needs to get more attention and assistance to reduce the negative influence on student learning behavior (Tutut, 2018).

The latest research by Dwi Putri H et al with the research titled "Development of BLOG-Based Discovery Learning Media for English Courses". This study aims to

develop web-based learning media by utilizing information technology facilities and blog communication and integrating it with the discovery learning method in English courses in non-English study programs. Blog-based learning media is a simple medium because it only requires an internet network and a computer. The use of Internet facilities among students in the learning process can provide efficiency, motivation, and more active learning opportunities because of the many references presented in the Internet world. This research resulted in the development of an interactive learning blog that consists of 5 main menus, namely: Home, Site Guide, Chapter, Forum, and Credit in which there are stages of discovery learning with Recount and Narrative Text material. The material presented is supported by application services that are suitable for the material such as Nabble, YouTube, Google Form, Propofis, and Chatra (Dwi Putri, 2019).

From some of these studies, it can be concluded that the use of social media as a means of learning English can have a positive and negative influence on learning behavior and student motivation.

RESEARCH METHODS

Research Methodology

The method chosen in each study is not always the same. Hosain (2013) states that in teaching English for needs analysis it is not always the same, the choice of method used depends on the time, the procedure used, and the research object. In this study, researchers used a descriptive method with a qualitative approach.

Data collection technique.

Data collection techniques were carried out by distributing questionnaires because they were considered the most appropriate tool for collecting data regarding student needs. The flow of this research is observation, questionnaire, needs analysis, application, data analysis, and conclusions. The population in this study was 100 students representing 3 classes in the English course in the 2nd semester of the Faculty of Technology and Computers at the Bakti Nusantara Institute for the 2022/2023 academic year. Observational and questionnaire data were analyzed descriptively.

RESULTS AND DISCUSSION

Needs analysis is needed by English teachers to obtain information about the learning needs to provide effective and efficient teaching. Needs analysis is also key in teaching design and development. The most important requirement is the need for the learning object. This need can be divided into three scopes, namely needs because of necessity, needs because of desires, and needs because of deficiencies or weaknesses. Needs analysis is a continuous process, and evaluation must continue because the goal is to meet student learning needs.

In research activities, the research team made observations and found that the level of understanding and learning motivation of FTIKOM students in semester 2 of IBN for the 2022/2023 academic year was low. This is caused by the first, English lessons are not a favorite subject for most students, therefore educators are challenged to be able to have creativity in presenting materials in learning English so that students become more interested in these subjects.

Second, the effect of the Covid 19 pandemic which requires students to study at home, and only online, of course online learning in districts cannot be implemented optimally. Therefore, high school graduates who currently occupy lecture benches in semester 2 have low English skills and lack the motivation to study. Various social media options can be used in English learning media, for example, TikTok, Instagram, Facebook, Twitter, Blogspot, and others. However, in this study, the researchers used YouTube social media as a learning medium that could be used as a means of education related to English courses.

The lecture system that occurs is face-to-face. Researchers use YouTube social media as a supporting tool for English. The use of YouTube social media was chosen for several reasons, namely first, the materials on YouTube have many choices, both from native speakers and local presenters, besides that there are also choices with animated examples that make learning not boring.

1. YouTube as a Learning Support Facility

Utilization of YouTube social media in learning needs to be done, this is because currently student life cannot be separated from activities that use Internet services. The advantage of learning media using YouTube social media lies in the very broad aspects of social interaction. In the digital era, as it is today, the growth of communities begins with communication through cyberspace. For example, this community is an English learning community that is on the YouTube channel, both from outside and within the country. These channels include BBC Learn English, VOA Learning English, English Class101, English Easy Practice, ESL Typefer, LC English Village, Karlina Kuning, and many more.

In this study, each student was required to create a YouTube account and follow at least 5 channels containing English learning materials. Then their YouTube account will later become a means of collecting English assignments. These assignments must be displayed as attractively as possible so that they can hone students' creativity, imaginative and analytical abilities in creating interesting content. In addition, there will be an assessment for giving "likes or comments" on each of their assignments.

The utilization of YouTube social media as a means of supporting learning has a positive effect on the teaching and learning process inside and outside the classroom. Therefore, it can be concluded that the use of YouTube Social media can be used as a learning tool that has a positive value.

2. Student Perceptions About Using YouTube as a Tool for Supporting Learning

YouTube can be used as a medium for learning subjects that are considered difficult for students such as English courses. This YouTube media presents various kinds of teaching materials, one of which is English media. Learning in the form of visuals and attractive designs and very easy to download makes students, especially students, very easy to absorb the information provided by the teacher if it is presented with attractive pictures and visuals.

From the results of the questionnaire, almost all students gave positive perceptions about using YouTube as a tool for supporting learning. The phrase that often appears is that learning English using YouTube is very interesting and

efficient because the videos or content there are very diverse and can be selected according to needs and can be played repeatedly so that they can understand the contents of the learning material. In addition, the use of YouTube media is more interesting and not boring than just reading books and materials provided by lecturers using the lecture method in class as a learning resource.

3. YouTube and Student Learning Motivation

The phenomenon of progress in the field of technology has had a significant impact on the communication revolution. The increasing popularity of YouTube as a social media is an opportunity for the world of education. Therefore, YouTube can be used as a learning medium, especially because students cannot be separated from using gadgets and computers. The use of YouTube social media as a supporting tool in English courses at FTIKOM semester 2 IBN for the 2022/2023 academic year shows that through learning media using YouTube, students can understand the material more quickly than studying through textbooks because learning media is usually made interesting, so students will not feel bored. This is allegedly able to increase student interest and learning motivation. Having assignments that have to be uploaded to the Student's YouTube page makes them competitive and feel motivated to be able to create interesting content. There is high motivation in students so they will be interested and actively involved and even take the initiative in the learning process, by having high motivation students will try to learn and be creative.

CONCLUSION

The low level of understanding and learning motivation of FTIKOM students in the second semester of IBN for the 2022/2023 academic year. This is caused by the first, English lessons are not a favorite subject for most students, therefore educators are challenged to be able to have creativity in presenting materials in learning English so that students become more interested in these subjects. Second, the effect of the Covid 19 pandemic which requires students to study at home, and only online, of course online learning in districts cannot be implemented optimally. Therefore, high school graduates who are currently studying in the second semester have low English skills and lack motivation to study. In this study it was found that the use of YouTube social media can increase the learning motivation of FTIKOM faculty students in the second semester of IBN for the 2022/2023 academic year. Learning strategies using YouTube social media can affect student learning motivation in English courses, because learning content from YouTube has a relatively long duration of explanation compared to English learning content on other social media, and students can replay the learning video to understand the material. Learning strategies using the YouTube social media facility are felt to be very helpful in increasing student learning motivation because apart from being able to learn English from native speakers who share educational content on YouTube, students can also hone their creativity by sharing the results of assignments given by lecturers to social media pages. their YouTube.

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