



Students' Perceptions on the Use of Social Media for Learning English Based on Technology Acceptance Model (TAM)

Khairiyah Nadhifa¹, Dinovia Fannil Kher²

English Language and Literature Department, Faculty of Languages and Arts, Universitas Negeri Padang

Correspondence Email: asus.diva123@gmail.com

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Abstract

The activity of English language learning does not just happen inside of the class but also it happens outside of the classroom where learning occurs independently. Social media is considered as a source of online material that can play a key role in the teaching and learning field. This research aimed to know students' perceptions on the use of social media for learning English based on Technology Acceptance Model (TAM) seen from two indicators; Perceive Ease of Use (PEOU) and Perceive Usefulness (PU). The populations of this research were the students of the 3rd grade at SMP Negeri 22 Padang in the 2022/2023 academic year. Simple random sampling was used in this research where the total sample was 63 students. This research was a descriptive study where quantitative approach was used to analyse the data. Based on the data that taken from the questionnaire as an instrument, it can be concluded that using social media for learning English based on Technology Acceptance Model (TAM) provided positive perceptions by the students. Students also perceived positive perceptions for the ease of use and the usefulness in the context of learning English using social media. It is shown by the result provided from the questionnaire.

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INTRODUCTION

Nowadays, it is really common for many educators to use social media for learning English because it is the potential for learners to learn English better and more easily. As stated by Greenhow (2010), students who use social media in their courses improve their technology and communication skills to be more creative and more open to diverse ideas.

The activity of English language learning is mostly happened inside of the classroom with the teacher's guidance and instruction. However, learning English does not just include classroom experience, it also takes place outside of the classroom where learning occurs independently (Balcikanli, 2010). For language

learners, this independent out-of-class learning offers a variety of resources. Students use variety of resources in order to be able to fluently use the English language. They can learn English independently outside of the classroom by taking English courses, watching English movies, listening to English music, and so on. These ways are only several parts of how students do to improve their English skills. These are just a few of the things that students can take to enhance their English skills. Additionally, there are many options resources available for the students to independently learn English, and using technology is one of them. Social media is considered as a source of online material that can play a key role in the teaching and learning field.

Social media is an internet-based tool and platform that helps its users to develop and share information. The information can be shared in words, quotes, photos, videos, and others. According to Kaplan & Haenlein (2010), social media is a group of internet applications that allow people to make different kinds of content all over the world. Youtube, Instagram, TikTok, and Twitter are the applications of social media. These applications can provide students with everyday videos and authentic situations that may help them improve their understanding and performance in English language lessons. As many researchers have observed, learners can gain positive indicators when they watch authentic and real-life clips (Maness, 2004).

Although social media is not designed specifically for educational reasons, it has obtained the attention of educators, policymakers, teachers, and students. Based on the annual report on social media used for higher education Seaman & Tinti-Kane (2013), the use of social media in teaching has increased by 21% in the United States from 2012 to 2013. It shows that social media has become an option for learning sources in the teaching and learning process.

Even though social media is not specifically created for educational purposes, from the facts and theories that are stated above lead to the conclusion that using it for learning English is quite beneficial. Therefore, the preliminary observation is done of the students in the 3rd grade at SMP Negeri 22 Padang in the 2022/2023 academic year. They used social media for learning English when they were on 2nd grade in the 2021/2022 academic year. They accessed social media for learning purposes inside and outside of the classroom. Based on this preliminary observation, the researcher investigated the 3rd grade at SMP Negeri 22 Padang's perceptions on the use of social media for learning English because they have already used social media for learning English.

In this research, the perceptions that were investigated were the positive and negative perceptions based on Technology Acceptance Models (TAM). The use of social media can be valued through two aspects; Perceive the Ease of Use (PEOU) and Perceive Usefulness (PU). Therefore, this research was conducted to see positive or negative perceptions of 3rd students at SMP Negeri 22 Padang on the use of social media for learning English that is based on the Technology Acceptance Model (TAM).

METHOD

This research is descriptive study with a quantitative approach. The population of this research was the students of the 3rd grade at SMP Negeri 22 Padang in the 2022/2023 academic year.

Simple random sampling is used in this study. In measuring the total sample of the population, the researcher used Arikunto's theory. According to Arikunto (1997), if the population is less than 100, the whole respondents will be taken all as the sample, but if the population is more than 100, the respondents can take 10%-15% or 20%-25%. As a result, the total sample for this research was 63 students.

In collecting the data, the researcher used questionnaire as an instrument in this research. The questionnaire contained closed-ended questions that were modified from Rahayu et., al (2017). The questionnaire was written in Indonesian to get unbiased opinions. Four scales of Likert Scale was used in this questionnaire; 4 (Strongly Agree), 3 (Agree), 2 (Disagree), 1 (Strongly Disagree). The high score indicates a positive response to the questionnaire, while the low score indicates a negative response.

A method called content validity will be used to make sure that the questionnaire is accurate before it is used. The validity of the content is validated by a lecturer in the English Department from Universitas Negeri Padang, Ms. Carbiriena Solusia, S.Pd, M.Pd. Furthermore, in measuring the reliability, the researcher used Cronbach's Alpha with SPSS program version 25. The result shown that the questionnaire of this research score 930 which mean the level of reliability in this questionnaire is very high.

The researcher prepared the questionnaire on a printed paper. Then the questionnaire was distributed to the randomly 63 students. Students took 10-15 minutes to fill out the questionnaire. After that, the researcher collected and analyzed the questionnaire. In analyzed the data, the researcher used descriptive analysis by finding the frequencies, percentages, and mean score of the questionnaire.

RESULT AND DISCUSSION

Research Finding

The findings of this study were provided in a table of percentages and frequencies.

Finding 1

Students' perceptions on the ease of use in using social media for learning English

The first indicator of Technology Acceptance Model (TAM) is Perceive Ease of Use (PEOU). As shown in the table below, the ten statements or items in this indicator answered research questions about to what extent the students perceive the ease of use of social media in the context for learning English.

Table 1 - Questionnaire results of students' perceptions on the ease of use in using social media for learning English

No.	Statements	N (%)				Mean	Category
		SA (4)	A (3)	D (2)	SD (1)		
1.	Menurut saya mendapatkan informasi berupa konten pembelajaran bahasa Inggris dari media sosial merupakan hal yang mudah	15 (23.8%)	44 (69.8%)	3 (4.8%)	1 (1.6%)	3.16 (78.97%)	Positive

2.	Menurut saya dengan menggunakan media sosial, proses pembelajaran bahasa Inggris lebih fleksibel dalam mencapai tujuan pembelajaran	15 (23.8%)	39 (61.9%)	9 (14.3%)	0 (0.0%)	3.10 (77.38%)	Positive
3.	Menurut saya dengan menggunakan media sosial skill Bahasa Inggris, seperti <i>speaking</i> (berbicara), <i>listening</i> (mendengar), <i>reading</i> (membaca), dan <i>writing</i> (menulis) lebih sering diasah dengan memanfaatkan fitur-fitur pada aplikasi dalam media sosial	23 (36.5%)	32 (50.8%)	7 (11.1%)	1 (1.6%)	3.22 (80.56%)	Positive
4.	Media sosial memungkinkan saya untuk berpartisipasi dan mengekspresikan ilmu bahasa Inggris yang saya miliki	11 (17.5%)	40 (63.5%)	9 (14.3%)	3 (4.8%)	2.94 (73.41%)	Positive
5.	Secara keseluruhan penggunaan media sosial sangat memudahkan saya dalam mempelajari Bahasa Inggris memanfaatkan fitur-fitur pada aplikasi dalam media sosial	17 (27.0%)	42 (66.7%)	4 (6.3%)	0 (0.0%)	3.21 (80.16%)	Positive
6.	Menurut saya memahami dan mempelajari Bahasa Inggris lewat aplikasi seperti <i>YouTube</i> , <i>Instagram</i> , <i>Tiktok</i> , dan <i>Twitter</i> pada media sosial terasa lebih mudah	24 (38.1%)	33 (52.4%)	6 (9.5%)	0 (0.0%)	3.29 (82.14%)	Very Positive
7.	Menurut saya langkah-langkah dalam mengoperasikan media sosial untuk mengakses konten Bahasa Inggris mudah untuk dipahami	9 (14.3%)	46 (73.0%)	8 (12.7%)	0 (0.0%)	3.02 (75.40%)	Positive
8.	Fitur-fitur yang disediakan oleh media sosial tersusun dengan baik sehingga memudahkan saya menggunakannya dalam mempelajari Bahasa Inggris	18 (28.6%)	40 (53.5%)	5 (7.9%)	0 (0.0%)	3.21 (80.16%)	Positive
9.	Secara keseluruhan penggunaan media sosial untuk pembelajaran Bahasa	15 (23.8%)	34 (54.0%)	14 (22.2%)	0 (0.0%)	3.02 (75.40%)	Positive

	Inggris sangat mudah bagi saya						
10.	Pembelajaran dan berbagi pengetahuan Bahasa Inggris lebih sering terjadi dalam media sosial	22 (34.9%)	35 (55.6%)	6 (9.5%)	0 (0.0%)	3.25 (81.35%)	Positive
	Average 1	16.9 (26.8%)	38.5 (61.1%)	7.1 (11.27 %)	0.5 (0.79%)	3.14 (78.49%)	Positive

Based on table 1 above, the first indicator of the Technology Acceptance Model (TAM) which is Perceive Ease of Use (PEOU) obtained a positive score of 3.14. The level of achievement of respondents was 78.49% which is in the positive category. It means that students perceive positive perceptions on the ease of use in using social media for learning English.

As seen from the table, from the total number of respondents (63 students), the average score of the students who chose strongly agree on ease of use using social media for learning English is 16.9 (26,8%). The average score of the students who chose agree for the ease of use using social media for learning English is 38.5 (61.1%). The average score of the students who chose disagree for the ease of use using social media for learning English is 7.1 (11.27%). Meanwhile, the average score of the students who chose strongly disagree with the ease of use using social media for learning English is 0.5 (0.79%).

So, it can be concluded that students' perceptions on the use of social media for learning English based on the Technology Acceptance Model (TAM) seen from the indicators of the Perceive Ease of Use (PEOU) are categorized as positive perceptions. It also means that students perceive the ease of use in using social media for learning English.

Finding 2

Students' perceptions on the usefulness in using social media for learning English

The second indicator of the Technology Acceptance Model (TAM) is Perceive Usefulness (PU). As shown in the table below, the ten statements or items in this indicator answered research questions about to what extent do the students perceive the usefulness of social media in the context for learning English.

Table 2 - Questionnaire results of students' perceptions on the usefulness in using social media for learning English

No.	Pertanyaan	N (%)				Mean	Category
		SA (4)	A (3)	D (2)	SD (1)		
11.	Menggunakan media sosial membantu saya menjadi lebih cepat dalam menemukan materi pembelajaran, khususnya bahasa Inggris	13 (20.6%)	43 (68.3%)	6 (9.5%)	1 (1.6%)	3.08 (76.98%)	Positive
12.	Menggunakan media sosial meningkatkan keefektifan	11 (17.5%)	44 (69.8%)	7 (11.1%)	1 (1.6%)	3.03 (75.79%)	Positive

	belajar saya						
13.	Media sosial menyediakan banyak sumber-sumber otentik untuk belajar bahasa Inggris	22 (34.9%)	37 (58.7%)	4 (6.3%)	0 (0.0%)	3.29 (82.14%)	Very Positive
14.	Menggunakan media sosial dalam belajar bahasa Inggris terasa lebih efisien	12 (19.0%)	44 (69.8%)	7 (11.1%)	0 (0.0%)	3.08 (76.98%)	Positive
15.	Menggunakan media sosial membuat saya lebih mudah untuk mengerjakan tugas-tugas bahasa Inggris	21 (33.3%)	37 (58.7%)	5 (7.9%)	0 (0.0%)	3.25 (81.35%)	Positive
16.	Secara keseluruhan penggunaan media sosial sangat bermanfaat bagi saya	26 (41.3%)	35 (55.6%)	2 (3.2%)	0 (0.0%)	3.38 (84.52%)	Very Positive
17.	Menggunakan media sosial membantu saya untuk meningkatkan kinerja belajar saya	15 (23.8%)	42 (66.7%)	6 (9.5%)	0 (0.0%)	3.14 (78.57%)	Positive
18.	Menggunakan media sosial meningkatkan produktifitas saya dalam belajar	15 (23.8%)	42 (66.7%)	6 (9.5%)	0 (0.0%)	3.14 (78.57%)	Positive
19.	Media sosial menciptakan pembelajaran bahasa Inggris yang santai dan bebas tekanan	13 (20.6%)	40 (63.5%)	10 (15.9%)	0 (0.0%)	3.05 (76.19%)	Positive
20.	Media sosial mendukung saya dalam meningkatkan performa belajar bahasa Inggris	11 (17.5%)	42 (66.7%)	9 (14.3%)	1 (1.6%)	3.00 (75.00%)	Positive
	Average 2	15.9 (25.2%)	40.6 (64.4%)	6.2 (9.84%)	0.3 (0.48%)	3.14 (78.61%)	Positive

Based on table 2 above, the second indicator of the Technology Acceptance Model (TAM) which is Perceive Usefulness (PU) obtained a positive score of 3.14. The level of achievement of respondents was 78.61% which is in the positive category. It means that students perceive good perceptions on the usefulness of using social media for learning English.

Based on table 7 above, the second indicator of the Technology Acceptance Model (TAM) which is Perceive Usefulness (PU) obtained a positive score of 3.14. The level of achievement of respondents was 78.61% which is in the positive category. It means that students perceive positive perceptions of the usefulness for learning English using social media.

As seen from the table, from the total number of respondents (63 students), the average score of the students who chose strongly agree with the usefulness of using social media for learning English is 15.9 (25,2%). The average score of the students

who chose to agree with the usefulness of using social media for learning English is 40.6 (64.4%). The average score of the students who chose to disagree on the usefulness of using social media for learning English is 6.2 (9.84%). Meanwhile, the average score of the students who chose strongly disagree with the usefulness of using social media for Learning English is 0.3 (0.48%).

So, it can be concluded that students' perceptions on the use of social media for learning English based on the Technology Acceptance Model (TAM) seen from the indicators of Perceive Usefulness (PU) are categorized as positive perceptions. It also means that students perceive the usefulness of using social media for learning English.

Discussion

According to the data that the researcher has already shown, it can be seen that the result of this study is students have positive perceptions where they perceive the ease of use in using social media for learning English based on the Technology Acceptance Model (TAM). Moreover, another result is students also have positive perceptions where they perceive the usefulness in using social media for learning English based on Technology Acceptance Model (TAM).

Regarding the results of the questionnaire, several reasons support why students have positive perceptions in using social media for learning English. **First**, students have positive perceptions in using social media because they perceive the ease of use in accessing social media for learning English. They easily use social media for learning English because social media is a medium that has flexibility in helping students access it in the context of learning English. Social media is also easier to be learned and to be understood by the students when they access it for learning English.

The second reason that supports why students have positive perceptions in using social media for learning English is that they perceive the usefulness in accessing it. They perceive usefulness because social media is also a medium that effectively and efficiently helps students in learning English. Moreover, social media also helps students in improving their performance in learning English. This finding is also in line with the statement by Greenhow (2010) that said students who use social media in their courses improve their technology and communication skills to be more creative and more open to diverse ideas.

The positive perceptions that the students have in using social media for learning English are because it caused by their satisfaction in using social media based on their knowledge and their experience. This is in line with the theory of Hariyati (2020), that says the positive perceptions occurs when a person judges and interprets an object, in this case is social media, positively or as predicted.

Based on the findings found in this research, this research is related to the research conducted by Al Arif (2019). The result showed that students prefer to use social media applications in learning English. In addition, they developed a positive attitude toward using social media to learn English. Moreover, the study observed by Sharma (2019), also found that students had positive attitudes toward social media users where they became less nervous, more comfortable, more capable, and more likely to use social media to communicate in English. It can be seen that using social

media to learn a language has a good impact. According to the results of these studies, it can be seen that using social media for learning English is really beneficial for students and that is why students have positive perceptions of it.

After knowing the perceptions of students on the use of social media for learning English based on Technology Acceptance Model (TAM), it can be used as a reference or evaluation to the English teachers. As stated by Chen, student perception is very significant in evaluating the effectiveness of teaching. Therefore, after reading the result of this study, and knowing students' perceptions in using social media for learning English, including their degree students perceive of the ease of use and the usefulness in using social media for learning English, teachers can reconsider what needs to be changed and what needs to be improved about the learning process and delivering materials.

CONCLUSION

Based on the results obtained above, it can be concluded that using social media for learning English based on Technology Acceptance Model (TAM) provides positive perceptions by the students. Moreover, students also perceive the ease of use in the context of learning English using social media. They also perceive the usefulness in the context of learning English using social media. Social media is considered a source of online material that can play a key role in the teaching and learning field. Students can use social media as a medium for learning English both inside and outside of the classroom. Social media has various resources available for learners to learn English.

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