



## Students' Perceptions toward the Use of Short Videos based Social Media in Learning English at Universitas Negeri Padang

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### Abstract

This research purpose to examine students' perceptions toward the use of short videos based social media in learning English. The writer used an online questionnaire and interview for this research, which included 33 statements for questionnaire and 8 key questions for interview. The participants were 34 students from third year at English Department Universitas Negeri Padang. The findings from the data analysis, most of the students give a positive perception on the use of social media in learning English. The students used social media for learning and improving their English skill. They chose YouTube as the most frequently used application to improve their English skill. Then, they stated that using social media make them happy, challenged and helped when learning English. The students also mentioned that learning English can add new knowledge, develop their skills in speaking and writing and social media can improve their listening skill.

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## INTRODUCTION

In this country, social media is an important thing in social interaction. Nowadays, most students use social media for more than just conversation; they also use it to learn and discover information (Handayani et al., 2020). Social media as a platform for studying can increase students' interest to study. According to Hudson (2017:59) websites and programs designed to allow people to exchange content rapidly and efficiently in real time are referred to as social media.

People use social media to communicate online using communication technology tools. Social media is a frequently used technological platform by individuals of all ages and educational backgrounds. According to Monica and Anamaria (2014) Facebook, YouTube, Whatsapp, and other social media platforms are just a few examples.

The first is social networking sites. Facebook and Instagram are the examples of social networking sites. The second is content sharing sites. Youtube is a video-focused content sharing service, whereas Instagram is for short films and photographs, and Slideshare is for sharing power point presentations. The third is blogs. Wordpress and Blogspot are some examples of these sites. The fourth is ratings and review sites. Sociolla is included in this type. The fifth is social bookmarking sites. Pinterest is example of this site. Lastly is collaborative project. Wikipedia is the example of this type.

The use of social media among teenagers brings not only positive but also negative effect. The first, positive impact of social media is students familiar with how to use technology and the students are able to access the information faster (Kim et al., 2015). Then, the social media helps the students in enhancing their creativity. Addiction is the second negative impact of social media (Raut & Patil, 2016). Students are constantly monitoring Facebook, Youtube, Instagram, and other social media platforms for new information. This addiction might have a negative impact on other crucial activities like learning, sports participation, real-time communication, and forgetting about the surroundings (Raut & Patil, 2016).

Social media would also enhance student understanding and communicating abilities through the conversations conducted with native English speakers (Ehsan & Nasri, 2019). On other hand, social media also has potential to develop students' reading and listening skills. Arumugam et al., (2019), described that students and teachers can form learning groups using social media platforms such as Facebook and Whatsapp.

Short video, according to Xiu-qi Li (2017), refers to video clips that may be shared, transferred, and then shared by various digital video terminals.. There are many topics of short video provide motivation, education, economics, shopping, news and etc. Tao and Yang (2018) accepted that a short video is a few seconds of video material that is played on a modern media platform and is suitable for viewing in a limited amount of time.

Daniel (2011) explain that sensory input organization, recognition, and interpretation as "the act of organizing, identifying, and interpreting sensory input in order to represent and understand information or the environment." that is presented is known as perception. Bernstein (2010) said that the recipient's learning, memory, anticipation, and thinking, as well as the passive receiving of these signals, all contribute to perception. Sensory input is a method of converting low-level data into higher-level data (e.g., extracting shapes for object recognition).

Based on the explanation above, the researcher wants to know what benefits students gain from using social media especially YouTube in learning English, and what students think about using social media in learning English. As a result, a study will be carried out under the title "Students' Perceptions toward the use of short videos based social media in learning English at Universitas Negeri Padang". The writer wants to know what students think about using social media in English classes and what benefits on using social media in learning English.

**METHOD**

The writer employs a descriptive research method in this study. Sugiyono (2013) classified that descriptive research as a study that uses qualitative or quantitative methods to describe a phenomena, symptom, or condition. The writer chooses descriptive research because this research focuses on analysis of students' perceptions meanwhile the researcher makes interpretation of the data. The writer used questionnaire and interview as instrumentation in this research. The questionnaire of this research included 33 statements. The alternative answers are Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The writer uses semi-structured interview as the instrumentations. The writer has a list of 8 key questions and the questions can be changed depending on the direction of the interview.

**RESULT AND DISCUSSION**

**1. The Description of the Data Collected from Questionnaire**

**Table 1.** Students' Answer in the Questionnaires Related to Benefits and Students' perceptions the use of social media.

Questionnaire item	Total score	Percent	Category
<b>Item 1</b>	126	92,6%	Strongly Agree
<b>Item 2</b>	116	85,3%	Strongly Agree
<b>Item 3</b>	117	86%	Strongly Agree
<b>Item 4</b>	128	94,1%	Strongly Agree
<b>Item 5</b>	126	92,6%	Strongly Agree
<b>Item 6</b>	130	95,6%	Strongly Agree
<b>Item 7</b>	120	88,2%	Strongly Agree

Based on the table above, questionnaire item 1 falls under the category of strongly agree with the total score of 126 and the percentage of 92,6%. Questionnaire item 2 falls under the category of strongly agree with the total score of 116 and the percentage of 85,3%. Questionnaire item 3 falls under the category of strongly agree with the total score of 117 and the percentage of 86%. Questionnaire item 4 falls under the category of strongly agree with the total score of 128 and the percentage of 94,1%. Questionnaire item 5 falls under the category of strongly agree with the total score of 126 and the percentage of 92,6%. Questionnaire item 6 falls under the category of strongly agree with the total score of 130 and the percentage of 95,6%. Questionnaire item 7 falls under the category of strongly agree with the total score of 120 and the percentage of 88,2%.

In conclusion, the students have positive perceptions on the use of social media and they get the benefits of using social media in learning English.

**Table 2.** Students' Answer in the Questionnaires Related to English language skills used on social media

Questionnaire Item	Total Score	Percent	Category
<b>Item 1</b>	121	89%	Strongly Agree
<b>Item 2</b>	119	87,5%	Strongly Agree
<b>Item 3</b>	117	86%	Strongly Agree
<b>Item 4</b>	119	87,5%	Strongly Agree

<b>Item 5</b>	111	81,6%	Strongly Agree
<b>Item 6</b>	116	85,3%	Strongly Agree
<b>Item 7</b>	121	89%	Strongly Agree
<b>Item 8</b>	121	89%	Strongly Agree
<b>Item 9</b>	108	79,4%	Strongly Agree
<b>Item 10</b>	108	79,4%	Strongly Agree
<b>Item 11</b>	113	83%	Strongly Agree
<b>Item 12</b>	116	85,3%	Strongly Agree
<b>Item 13</b>	111	81,6%	Strongly Agree
<b>Item 14</b>	116	85,3%	Strongly Agree

Based on the table above, questionnaire item 1 falls under the category of strongly agree with the total score of 121 and the percentage of 89%. Questionnaire item 2 falls under the category of strongly agree with the total score of 119 and the percentage of 87,5. Questionnaire item 3 falls under the category of strongly agree with the total score of 117 and the percentage of 86%. Questionnaire item 4 falls under the category of strongly agree with the total score of 119 and the percentage of 87,5%. Questionnaire item 5 falls under the category of strongly agree with the total score of 111 and the percentage of 81,6%. Questionnaire item 6 falls under the category of strongly agree with the total score of 116 and the percentage of 85,3%. Questionnaire item 7 falls under the category of strongly agree with the total score of 121 and the percentage of 89%. Questionnaire item 8 falls under the category of strongly agree with the total score of 121 and the percentage of 89%. Questionnaire item 9 falls under the category of strongly agree with the total score of 108 and the percentage of 79,4%. Questionnaire item 10 falls under the category of strongly agree with the total score of 108 and the percentage of 79,4%. Questionnaire item 11 falls under the category of strongly agree with the total score of 113 and the percentage of 83%. Questionnaire item 12 falls under the category of strongly agree with the total score of 116 and the percentage of 85,3%. Questionnaire item 13 falls under the category of strongly agree with the total score of 111 and the percentage of 81,6%. Questionnaire item 14 falls under the category of strongly agree with the total score of 116 and the percentage of 85,3%.

In conclusion, the students can develop their skills on listening skill with the highest percentage of 87,5% on item 2. Then, speaking with percentage of 87,5% on item 4, and reading with percentage of 89% on item 7 and 8.

**Table 3.** Students' Answer in the Questionnaires Related to Short Videos used on social media

Questionnaire Item	Total Score	Percent	Category
<b>Item 1</b>	124	91%	Strongly Agree
<b>Item 2</b>	120	88%	Strongly Agree
<b>Item 3</b>	108	79%	Strongly Agree
<b>Item 4</b>	108	79%	Strongly Agree
<b>Item 5</b>	120	88%	Strongly Agree

Based on the table above, questionnaire item 1 falls under the category of strongly agree with the total score of 124 and the percentage of 91%. Questionnaire item 2 falls under the category of strongly agree with the total score of 120 and the

percentage of 88%. Questionnaire item 3 falls under the category of strongly agree with the total score of 108 and the percentage of 79%. Questionnaire item 4 falls under the category of strongly agree with the total score of 108 and the percentage of 79%. Questionnaire item 5 falls under the category of strongly agree with the total score of 120 and the percentage of 88%.

In conclusion, short videos on YouTube make it easier for students to develop their skills with the highest percentage of 91% and 88% which is contained in item 1 and 2. Most students get information about learning English on YouTube from themselves with the percentage 88% which is contained in item 5.

## **2. The Description of the Data Collected from Interview**

### **a. Benefits of using social media in learning English**

- Students' perceptions the use of social media in learning English

From the statement of student 1, 3 and 4, they mentioned that they feel happy when using social media in learning English. It can be seen their statement *"Of course happy, then emm feel more free and there is no time limit"* and *"it's very happy because I can heard the native speaker directly"*

Respondent 2 mentioned that she was challenged when she use social media in learning English. From her statement *"I think it's a bit challenging and I get an unexpected experience."*

Respondent 5 mentioned that she was helped when she use social media in learning English. It can be seen from her statement *"it's easier and more effective and feel helped."*

- English language skills used on social media

From the statement of student 1 and 2, they mentioned that they feel that learning English can add new knowledge and develop their skills in speaking and writing. It can be seen their statement *"Lately I've been into speaking and writing, because I speak, for example, chatting with friends and writing, I was like writing captions, writing statuses like that."*

Respondent 3 and 5 mentioned that they can improve their skill especially speaking when they uses social media in learning English. It can be seen from their statement *"Vocabulary development, so far still vocabulary development."*

Respondent 4 mentioned that she needs to learn English with native speaker directly. It can be seen her statement *"learning English need native speaker because if learning with book we did not know how to pronunciation."*

### **b. Short videos used on social media application in learning English**

From the statement of student 1, 2 and 3, they mentioned that they can improve their skill and add new knowledge when watching short videos in social media. It can be seen their statement *"yes, I am always watching short videos."* and also *"there is a channel that can improve my skills that must be strengthened in the future."*

Respondent 4 mentioned that short video can improve her skill. It can be seen from her statement *"of course, it can."*

### **Discussion**

#### **a. Benefits of using social media in learning English**

- Students' perceptions on the use of social media in learning English

Students mentioned that using social media make them challenged, happy and fun when learning English. Social media provides many resources for learning

English. These results were comparable to the study carry out by Muyasaroh (2020), in her research entitled “An Analysis of Students’ Perceptions the Use Social Media to Improve Students’ English Writing Skill”. According to the findings, students believe that social media is beneficial, simple, and enjoyable, and that it brings new nuances in learning as well as engaging and accessible elements.

- English language skills used on social media
 

Students’ perceptions were related to English language skill used on social media. They mentioned that learning English can add new knowledge, develop their skills in speaking and writing and social media can improve their listening ability. These results were comparable to the study carry out by Akhiar et al. (2017), in their research entitled “Students’ perceptions and attitudes towards the use of Instagram in English language writing”. This researcher found out that Instagram improving the students’ writing skill and they have high positive perceptions and views but moderate attitudes.
- b. Short videos used on social media application in learning English
 

YouTube is chosen as the most frequently used application to improve their English skill. They mentioned that they can improve their skill and add new knowledge when watching short videos in social media. These results were comparable to the study carry out by Safitri (2021), in her research entitled “Students’ Perception of the Use of Social Media for Learning English”. According to the findings, students prefer YouTube as the most popular social media platform for studying English, and they claim that social media offers them with English information to improve their abilities.

## CONCLUSION

The results of this research are the students feel happy, challenged, and helped when they utilize social media to learn English. The students feel that learning English can increase their knowledge and develop their skills in speaking and writing, it can improve their skill especially speaking when they used social media in learning English and they need to learn English with social media because they can hear native speaker directly. Students chose YouTube as one of the most frequently used applications in learning English. Short videos also provide interesting pictures, short conversations and provide examples in real life so it is easy to remember.

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