Social Media and English Learning: The Study of Students' Vocabulary Enhancement at SMK Negeri 3 Padang

Nelsi Yunisa[1] and Witri Oktavia[2]
[12]Universitas Negeri Padang, Padang, Indonesia.
Correspondence Email: nelsiyunisa20@gmail.com

Article History	Abstract
	Social media can affect people's life in every aspect by several ways according to the user's intention and frequency while using it. People could learn, play, and discuss with each other through social media. So, there are not only adult people who are addicted to use social media, but also the students. It could have a relation with learning English, especially learning vocabulary. This study aims to find out whether the students use social media sites to learn in order to improve or increase their English vocabulary. Furthermore, this study objectified among EFL students especially SMK Negeri 3 Padang in Indonesia. The population and the sample will be taken for this study is the students in grade 11 which totally 303 students averagely. In this study, the researcher used questionnaires as a tool. Thus, the result of this study shows that the respondents, students of SMK Negeri 3 Padang, utilize social media for enhancing their English vocabulary knowledge and produce a positive category on perceptions in using social media for learning vocabulary which means that they consider that social media can help them in terms of learning. Although, there are still several challenges faced by the students when learning vocabulary via social media.

INTRODUCTION

Social media can affect people's life in every aspect by several ways according to the user's intention and frequency while using it. Social media, which includes YouTube, Instagram, Twitter, Facebook, TikTok, etc., have increasing users each year. Starting from 2017, social media have 84 million users; in 2018, it increased by 13.3% to 95.2 million users; and in 2019, social media users became 107.2 million; Continuously, it will increase up to 10.2% in 2018-2023 (Jayani, 2020). Another survey, *"Digital 2021: The Latest Insights Into The State of Digital"*, reported by *Kompas.com* stated that up to 170 million Indonesian citizens used social media throughout 2021, which increased for about 6.25% than the previous year. Due to the increasing users of social media, including students, a question raised "what are they doing on social media?" People use social media for sharing, communicating, and collaborating or even playing (Jayani, 2020). This means that people could learn, play, and discuss with each other through social media. These statements show that there are not only adult people who are addicted to use social

media, but also the students. It could have a relation with learning English. As we know that people nowadays could learn language through the internet as the medium of learning. In addition, not all students utilize social media for learning English, especially for improving their vocabulary.

Vocabulary can be defined as a part of language pedagogy which is a necessary part in learning language (Alqahtani, 2015 & Tehranian, 2013) Tehranian, 2013). It is the basic foundation of a language. Vocabulary plays an important role in increasing reading and other skills among non-native learners (Carlisle, Beeman, Davis, & Spharim, 1999). Indeed, increasing vocabulary mastery will also improve other skills such as reading, speaking, listening, and writing especially for the foreign learners. Moreover, English is acknowledged as the lingua franca of languages (Bown & Pullen, 2020). As an international language, English becomes necessary to learn for the learners in school. This means that to master a language, learners must first know the basic foundation, namely vocabulary. Thus, learning vocabulary is not easy. It should be provided by the right way of learning. Students have the potential to increase their vocabulary when using social media by employing techniques like communicating with other users in comment areas, which will provide them the opportunity to learn new words (Sivagnanam & Yunus, 2020). One of the ways to learn vocabulary is through social media. As most students have social media, it makes it easy for them to learn new vocabulary by exploring the tons of content on social media sites.

A study by Abbas et al., (2019) mentions that social media helps EFL learners to improve their English vocabulary through their interest. Nevertheless, this study was conducted in Pakistan, also it focused on Facebook and YouTube. Another study by Indari & Cahyani Putri (2018) focused on the effect of using social media on high school students' vocabulary enhancement. This study used similar social media as previous research that was Facebook, which also focused on high school students. Another previous study by Sivagnanam & Yunus (2020) stated that the utilizing of social media serves as an interactive tool which helps ESL learners to learn subsequently. The study focused on how ESL students utilizing social media as well as their motivation and challenging in learning vocabulary through it. In addition, the study focused on primary school with the participants with age average nine to ten-year-old students as an ESL which was conducted in Malaysia.

Factors can influence a person or group of people to do something. Factors are circumstances or situations which help to influence something to happen. There are many factors that can affect the development of interest in something, but they can be generally divided into two categories: those that originate from within the person in question and those that originate from outside sources, such as the family, community, and educational environments (Engel, 2014). So as in using social media, people have their own factors in using it.

According to (Robbins & Judge, 2013), perception is the process which people organize and interpret their sensory inputs to give their world meaning. Having an own perception will become the main factor of people to do something based on what are they thinking before. Although many people think that perception is an ill-defined, abstract concept, this does not indicate that perception cannot be defined. According to Gibson's idea from 1966, perception is a direct process. The world

around us can be completely represented by the direct, i.e., senses by themselves. This implies that a person's perspective of something whether positive or negative depends on how they feel while they are in front of it. Even if the item is the identical, not everyone can perceive certain things precisely the same

In using social media for learning new vocabulary, there are few challenges come up. Both from the user and from the tool itself. Social media clearly offers many advantages, but it also has many disadvantages and difficulties. People must be conscious of these difficulties and make plans for responsible social media use. It may be difficult to detect and evaluate the issues that usage of social media presents, just as it can be difficult to assess the general usefulness and worth of these platforms. Researchers identify several reasons to be worried despite this variation (Regan, Jesse, & Talat Khwaja, 2018). The use of social networking in education is full with issues including privacy, spending time, and misunderstandings (Jalal & Zaidieh, 2012). One of the most challenges being considered while using social media for learning is the safety and privacy of the users.

Therefore, this study aims to find out whether the students use social media sites to learn in order to improve or increase their English vocabulary. Furthermore, this study objectified among EFL students especially in one of vocational high schools in Indonesia. In this study, the researcher used questionnaires as a tool to give information whether their English vocabulary enhanced, so that this study would give information that will be useful later as the proof of whether the students can enhance their English vocabulary through social media. The researcher limits the topic to be studied is to investigate whether the use of social media sites can affect the enhancement of students' vocabulary in SMK Negeri 3 Padang. Specifically, to find out the factors causing students to use social media, students' perceptions on using social media to enhance vocabulary, and the challenges faced by students in order to enhance their vocabulary mastery through social media.

METHOD

The research design used in this study is descriptive research. Also, quantitative approach used in this study. This study held in one of the vocational high schools in Padang, Indonesia. Thus, the population and the sample will be taken for this study is the students in grade 11 which totally has 16 classes with 560 students averagely. The participants being chosen because high school students who are on average 16 - 18 years old, most of them have been equipped with gadgets or smartphones by their parents. In addition, this study used total sampling which is suitable for use in this research because answering the first question in this research make it easier for researchers to find out which student use social media to learn English vocabulary through social media.

The instrument used in this study is a questionnaire, which was answered by the students of grade 11 in SMK Negeri 3 Padang. The questionnaires were adopted from the study by Sivagnanam S, et al. (2020), Al-Saggaf et al., (2021), and m Safitri et al., (2022). Moreover, the questionnaire used a Likert's scale. The responses were scored on a 4-point in Likert's scale, where 1 represents "strongly disagree," 2 "disagree," 3 "agree," and 4 "strongly agree." Thus, this scale is suitable for this

study as its purpose. Thus, in order to make sure the validity of the instrument, the researcher requested the willingness of the expert from the lecturer of the English language education, Ms. Dinovia Fannil Kher, M.Pd to carry out a validity test on the questionnaires. The techniques of collecting the data of this research, researcher gave the questionnaires in 16 class in the form of Google forms to the students through each class leader or their English teachers.

In analysing students' answers in each item, the researcher classify the mean of each respondents' answers in each item based on the Likert scale used, the formula used:

$$mean = \frac{((SA \times 4) + (A \times 3) + (D \times 2) + (SD \times 1))}{n}$$

The first research question in the form of first questionnaire, which is about the factors that influence students to use social media, it was analysed using the formula to find the average as stated above for each question item. The second research question in the form of second questionnaire, which is about students' perceptions of using social media to learn new vocabulary, is intended for students who answered question items about vocabulary enhancement in the first questionnaire beforehand. And the results analysed using the formula listed above. In addition, only students who answered agree and strongly agreed in the first questionnaire be analysed in the second questionnaire. The assessment used to determine the score and classify the students' perceptions by using interval formula which is obtained as follows:

No	Mean	Category
1	3,26 - 4	Very Positive
2	2,51 – 3.25	Positive
3	1,76 – 2,50	Negative
4	1 – 1,75	Very Negative

Moreover, in the third research question in the form of the third questionnaire, which is about what difficulties students face when using social media to learn new vocabulary, being analysed using a formula similar to the analysis of the previous questions.

RESULT AND DISCUSSION

This gives a data description on the findings of the research at SMK Negeri 3 Padang. Actually, the sample of this study consists of 530 students, yet the responses were returned by 303 students.

Research Finding
Finding 1

The first questionnaire is what kind of social media used by the students and what are the factors causing them to use those social media. This questionnaire consists of two parts. The first part, as shown as in the tables below, consists of three questions of kind of social media used at SMK Negeri 3 Padang.

Social Media Used

Table 1. Kind of social media used by students

Social Media	Kind of social media used by students	
	Number of Students	Percentage (%)
Facebook	56	18,5%
X (Twitter)	46	15.2%
WeChat	0	0%
Line	4	1,3%
Instagram	283	93,4%
YouTube	202	66,7%
WhatsApp	296	97,7%
Telegram	91	30%
TikTok	260	85,8%
Snapchat	16	5,3%
Total		

According to the result of table 1, it can be seen that most students use WhatsApp with total number of students who chose is 294 students (97,7%) Furthermore, followed by Instagram with total number of students who chose is 283 (93,4%) and TikTok with total number of students who chose is 260 (85,8%). This shows that Instagram and TikTok are also become popular social media among society. Meanwhile, social media such as We Chat (0%) and Line (1,3%) are likely said to be the most not use by the students. Overall, WhatsApp is a social media that is most owned by students.

Table 2. Most used social media by students

Social Media	The most used social media by students	
	Number of Students	Percentage (%)
Facebook	14	4,6%
X (Twitter)	15	5%
WeChat	0	0%
Line	1	0,3%
Instagram	202	66,7%
YouTube	79	26,1%
WhatsApp	245	80,9%
Telegram	28	9,2%
TikTok	216	71,3%
Snapchat	2	0,7%
Total		

According to the Table 4.2, it can be inferred that among 10 social media, the most used social media chose by students is WhatsApp with total number of students who chose is 245 (80,9%). This result is less than the previous result where lots of students (294 students/97,7%) chose WhatsApp. This proves that even the students choose WhatsApp as one of the social media they used, not all of them use it as often as possible. Furthermore, the other most social media used followed by TikTok with total number of students who chose is 216 (71,3%) and Instagram with total number of students who chose is 202 (66,7%). This result is quite different with the result of Table 4.1 where Instagram is become the second highest score then followed by TikTok. Also, both results are not as high as the result in Table 4.1, the ranges among the results are also quite far. This also shows that even though many students

choose those social media, it doesn't mean they always use it. Instead, the least used social media are WeChat (0%), Line (0,3%) and Snapchat (0,7%). Overall, WhatsApp is still become not only as social media that is most owned but also being the most frequently used by the students.

Table 3. Most used social media for learning vocabulary by students

Social Media	The most used social media for learning vocabulary by students	
	Number of Students	Percentage (%)
Facebook	3	1%
X (Twitter)	3	1%
WeChat	0	0%
Line	0	0%
Instagram	54	17,8%
YouTube	162	53,5%
WhatsApp	192	63,4%
Telegram	15	5%
TikTok	101	33,3%
Snapchat	20	0%
None	20	6,6%
Total		

According to table 3, WhatsApp still become the most used social media chose by students particularly for learning new vocabulary with total number of students who chose is 192 (63,4%). It proves that through WhatsApp, students could enhance their vocabulary. Yet, the decreasing result of table 3 is clearly obvious from the Table 1 and Table 2, where less than 70% students chose WhatsApp as social media platform to learn vocabulary even though almost all students often use WhatsApp. It could be mean that not all students using WhatsApp utilized it as a learning platform. Furthermore, different from other two results before, the second highest chosen social media for learning new vocabulary by the students is YouTube by total number is 162 (53,5%). So that YouTube being one of the best social media for learning vocabulary because it serves the content with video and audio. Thus, another most social media for learning vocabulary is closely followed by TikTok with total number of students who chose it is 101 (33,3%). This mean that TikTok is also popular as learning platform chosen by students instead Instagram. Moreover, there are three least social media for learning new vocabulary chose by the students are WeChat, Line and Snapchat with 0 (0%) students chose. This proves that WeChat, Line, and Snapchat are still being the rare used social media both for everyday life and learning vocabulary also. In addition, there are students who didn't choose one of those social media for learning vocabulary. It is only 20 students (6,6%) chose none social media they used for learning vocabulary. What does it mean? It could be mean that not all students learning vocabulary through social media, or they might be learning using social media but not for learning vocabulary.

In conclusion, WhatsApp still the highest rank in those three results before both for widely used, most used, and most used for learning vocabulary. Yet, the number is decreasing among those results which gives the meaning that even WhatsApp become the most chosen by the students, but not all of them often use it both in everyday life and to learn new vocabulary.

Factors Using Social Media
Table 4. Factors causing the students to use social media

Item	Factors	Frequency / Percentage (%)				Number of Students	Mean
		SA	**A**	**D**	**SD**		
1	I use SM to communicate with friends	151 (49,8%)	150 (49,5%)	2 (0,7%)	0 (0%)	303	**3.49**
2	I use SM to communicate with family	155 (51,2%)	141 (46,5%)	6 (2%)	1 (0,3%)	303	**3.49**
3	I use social media to communicate with my community	80 (26,4%)	204 (67,3%)	19 (6,3%)	0 (0%)	303	**3.20**
4	I use social media because my friends use it	41 (13,5%)	165 (54,5%)	92 (30,4%)	5 (1,7%)	303	**2.80**
5	I use social media to communicate with my friends because they are inexpensive	63 (20,8%)	193 (63,7%)	44 (14,5%)	3 (1%)	303	**3.04**
6	I use social media to communicate with my friends because they are efficient in saving time	99 (32,7%)	178 (58,7%)	26 (8,6%)	0 (0%)	303	**3.24**
7	I use social media to communicate with my friends because they are efficient in saving time	148 (48,8%)	155 (51,2%)	0 (0%)	0 (0%)	303	**3.49**
8	I use social media to communicate with my friends because they let me to keep in touch with them whenever and from wherever	145 (47,9%)	153 (50,5%)	4 (1,3%)	1 (0,3%)	303	**3.46**
9	I use social media to follow my favorite artist	52 (17,2%)	148 (48,8%)	92 (30,4%)	11 (3,6%)	303	**2.80**
10	I use social media to share links or tags about communities that I follow	32 (10,6%)	173 (57,1%)	92 (30,4%)	6 (2%)	303	**2.76**
11	I use social media to fill my free time	87 (28,7%)	212 (70%)	4 (1,3%)	0 (0%)	303	**3.27**
12	I use social media to help me relax	97 (32%)	197 (65%)	8 (2,6%)	1 (0,3%)	303	**3.29**
13	I use social media as a	25	151	121	6	303	**2.64**

	habit	(8,3%)	(49,8%)	(39,9%)	(2%)		
14	I use social media to get information about current trends	68 (22,4%)	201 (66,3%)	32 (10,6%)	2 (0,7%)	303	**3.11**
15	I use social media to sell something	35 (11,6%)	170 (56,1%)	93 (30,7%)	5 (1,7%)	303	**2.78**
16	I get information of the products I want to buy in social media	114 (37,6%)	184 (60,7%)	5 (1,7%)	0 (0%)	303	**3.36**
17	I use social media to learn new things	131 (43,2%)	170 (56,1%)	2 (0,7%)	0 (0%)	303	**3.43**
18	I use social media to browse and download things related to my study	105 (34,7%)	19 (63%)	7 (2,3%)	0 (0%)	303	**3.32**
19	I use social media to learn English	93 (30,7%)	202 (66,7%)	8 (2,6%)	0 (0%)	303	**3.28**
20	I use social media to gain knowledge	127 (41,9%)	172 (56,8%)	3 (1%)	1 (0,3%)	303	**3.40**
21	I use social media to learn independently	88 (29%)	206 (68%)	9 (3%)	0 (0%)	303	**3.26**
22	I get much new English vocabulary from the social media	107 (35,3%)	191 (63%)	5 (1,7%)	0 (0%)	303	**3.34**
23	I use social media to learn new English vocabulary	90 (29,7%)	206 (68%)	5 (1,7%)	2 (0,7%)	303	**3.27**
	Mean of Total $\overline{x}$						**3.20**

There are many factors that might influence the use of social media among students at SMK Negeri 3 Padang. Table 4.4 shows that there are 100% respondents use social media because it is user friendly. The mean value (M= 3.49) further confirms that most respondents agree that they use social media because social media is easy to use. This shows that social media is simple to access platform for everyone so as for students. The second highest factor that affects the use of social media with 99,3% agreeing to it is "communicate with friends" (M= 3.49) which is closely followed by 97,7% agreeing that they use social media to communicate with family (M= 3.49). Also, as we know that social media is a huge tool where everyone can communicate and share their opinions, ideas, pictures, videos, audios, etc. across the country. Thus, it is reasonable that almost all students use social media as a communication media. Overall, the factors that causing the students to use social media is not only it eases them but it also helps them in communicating with people.

Finding 2

Table 5. Perception using social media for learning vocabulary

Item	Perception	Frequency / Percentage (%)				Number of Students	Mean	Mean Category
		SA	A	D	SD			
1	I find it very useful to use social media to enhance my vocabulary knowledge	105 (35,5%)	189 (63,9%)	2 (0,7%)	0 (0%)	296	3.35	Very Positive
2	I have learned a lot of new vocabularies through social media	89 (30,1%)	194 (65,5%)	13 (4,4%)	0 (0%)	296	3.26	Very Positive
3	I am able to learn vocabulary better in social media when it was presented in various ways (e.g., Visuals, audio)	87 (29,4%)	198 (66,9%)	11 (3,7%)	0 (0%)	296	3.26	Very Positive
4	Using social media is very effective for me as I am able to learn and enhance my vocabulary knowledge	78 (26,4%)	212 (71,6%)	6 (2%)	0 (0%)	296	3.24	Positive
5	I find it effective to learn vocabulary from social media	64 (21,6%)	219 (74%)	13 (4,4%)	0 (0%)	296	3.17	Positive
6	I am able to achieve better results by learning new vocabularies through social media	56 (18,9%)	211 (71,3%)	29 (9,8%)	0 (0%)	296	3.09	Positive
7	I achieve better in English because I learn a lot from social media	49 (16,6%)	220 (74,3%)	27 (9,1%)	0 (0%)	296	3.07	Positive
8	I make use of newly learnt vocabulary through social media sites on a daily basis	44 (14,9%)	208 (70,3%)	42 (14,2%)	2 (0,7%)	296	2.99	Positive
9	I use the vocabulary that I get from the social media on daily	43 (14,5%)	194 (65,5%)	56 (18,9%)	3 (1%)	296	2.94	Positive

	basis						
10	I look up to new words I find from social media	64 (21,6%)	213 (72%)	19 (6,4%)	0 (0%)	296	3.15 Positive
11	I use social media platforms to enhance my vocabulary knowledge	61 (20,6%)	224 (75,7%)	10 (3,4%)	1 (0,3%)	296	3.17 Positive
12	I use the words that I look up from the social media	57 (19,3%)	217 (73,3%)	20 (6,8%)	2 (0,7%)	296	3.11 Positive
13	I am interested in using social media as tool for independent study	63 (21,3%)	225 (76%)	8 (2,7%)	0 (0%)	296	3.19 Positive
14	Using social media can increase my interest in learning	57 (19,3%)	223 (75,3%)	16 (5,4%)	0 (0%)	296	3.14 Positive
15	Learning vocabulary through social media is more fun and less stress compared to learning vocabulary in class	63 (21,3%)	165 (55,7%)	64 (21,6%)	4 (1,4%)	296	2.97 Positive
16	Through social media, I can understand new vocabulary better and quickly	57 (19,3%)	211 (71,3%)	27 (9,1%)	1 (0,3%)	296	3.09 Positive
17	I am able to enhance my vocabulary knowledge more in social media compared to classroom	52 (17,6%)	181 (61,1%)	59 (19,9%)	4 (1,4%)	296	2.95 Positive
18	I think that teachers should emphasize more on learning vocabulary through social media	51 (17,2%)	191 (64,5%)	51 (17,2%)	3 (1%)	296	2.98 Positive
19	I find it hard to learn vocabulary in the classroom	43 (14,5%)	150 (50,7%)	98 (33,1%)	5 (1,7%)	296	2.78 Positive
20	Compared to learning in a classroom, I prefer to learn vocabulary	41 (13,9%)	168 (56,8%)	83 (28%)	4 (1,4%)	296	2.83 Positive

21	through social media I prefer learning vocabulary through social media platforms like YouTube, Facebook and Instagram	55 (18,6%)	201 (67,9%)	38 (12,8%)	2 (0,7%)	296	3.04	Positive
	Mean of Total $\overline{\overline{x}}$						**3.08**	**Positive**

In this part, only students who had chosen item 22 and 23 in previous questionnaire (Table 4) are included in this result since it is based on the objectives of this research. According to the table above, there are many statements of perception to use social media for learning vocabulary. Thus, the result shows that the students agree that the statement in item 1 is the most item chosen by the students to learn vocabulary through social media with the mean value is about 3.35 which is included in "very positive" category. According to Zanamwe et al. (2013) they state that demonstrated beyond any reasonable doubt that social networking sites are very much useful in educational settings and should be incorpo-rated in the learning process (cited in Ngonidzashe, 2013). This proves that social media is quite useful for the students in order to learn language specifically to enhance their vocabulary.

The next highest perceptions chose where both statements come with mean value= 3.26 which also include in "very positive" category, it is item 2 and item 3. Item 2 become with the statement "I have learned a lot of new vocabularies through social media". This shows that the students who chose this item have already obtained one or more new words via social media they used. Furthermore, item 3 ("I am able to learn vocabulary better in social media when it was presented in various ways (e.g., Visuals, audio)"). According to Singh (2005), that social media is useful for people for learning new vocabulary especially when the contents serve in picture, video, or audio (cited in Al-Saggaf et al., 2021). This shows that most students could understand the vocabulary if it is presenting with extras picture/audio/video. Thus, it can be concluded that students' perception of learning vocabulary through social media are positive.

Finding 3
Table 6. Challenges faced in learning vocabulary through social media

Item	Factors	Frequency / Percentage (%)				Number of Students	Mean
		SA	**A**	**D**	**SD**		
1	Social media exposes me to inappropriate materials or content such as spam advertisements	29 (9,8%)	117 (39,5%)	126 (42,6%)	24 (8,1%)	296	2.51
2	I feel distracted while using social media for learning	14 (4,7%)	77 (26%)	192 (64,9%)	13 (4,4%)	296	2.31

	English						
3	Social media have a lot of other things that can distract my attention while learning	41 (13,9%)	174 (58,8%)	77 (26%)	4 (1,4%)	296	2.85
4	Personal data are prone to be abuse	20 (6,8%)	85 (28,7%)	147 (48,7%)	44 (14,9%)	296	2.27
5	Social media affects my mental and health as it encourages me to overuse it, disrupting my sleep	39 (13,2%)	140 (47,3%)	88 (29,7%)	29 (9,8%)	296	2.64
6	I spend hours browsing social media which makes me lazy to do other things	35 (11,8%)	130 (43,9%)	101 (34,1%)	30 (10,1%)	296	2.57
7	I have a problem related to signal, gadget, and mobile data	29 (9,8%)	142 (48%)	104 (35,1%)	21 (7,1%)	296	2.60
8	My cell phone feature is not as advanced as some of my friends'. Sometimes it goes error and it is very annoying	46 (15,5%)	149 (50,3%)	80 (27%)	21 (7,1%)	296	2.74
	Mean of Total $\overline{\overline{x}}$						**3.20**

Based on the table above, the most challenge faced by students while learning new vocabulary through social media is item 3, which is "Social media have a lot of other things that can distract my attention while learning", with mean value= 2.85. This shows that even social media can be used as a learning tool, yet it can be denied that social media also consists entertainment things, this can interrupt the learners while learning use it. Also, the second challenge followed by item 8, "My cell phone feature is not as advanced as some of my friends'. Sometimes it goes error and it is very annoying", where the mean value is 2.74. More than half participants complained for their low-end gadgets. It proves that students who have old phones which don't have the latest features can generate some problems in using social media to learn vocabulary. Moreover, the third ranking is come up with mean value= 2.64 in item 5, which is "Social media affects my mental and health as it encourages me to overuse it, disrupting my sleep". It shows that if the students cannot maintain in using social media, both for learning and entertaining, within a certain period of time it will influence their mental health. Thus, it can be concluded that the problems faced by students originate from themselves and their tools.

Discussion

The first research problem is to determine the social media used and the factors causing the students to use those kinds of social media. The finding of this study shows that WhatsApp become the highest social media used by students including to use it for learning vocabulary. This is supported by (Hamad, 2017). according to his findings, most of students agreed that by reading and responding to their friends' comments on WhatsApp helped them increase their vocabulary. However, this finding is different from studies by Tezci & Icen (2017), found out that the most common and frequently used instrument is YouTube. This also supported by the result of a study by Heriyanto (2015) that for most students, YouTube was a useful resource for increasing their vocabulary of English language. This shows that not only WhatsApp is the most used by students for learning but also YouTube, both of them have the same advantage according to the users.

Furthermore, the most factor causing the students to use social media is because it easy to use. This result supported by a study by Abbas et al. (2019) who found out that 40% of students they observed, they claimed that it greatly benefits the students because they communicate with a wide range of people. This shows that social media is user friendly because it is understandably to use also makes it easier for people to communicate each other.

The second research problem is students' perceptions of using social media for learning new vocabulary. From the result, students agree that most of them have the same perception on using social media for learning vocabulary. Most of them use it because social media is very useful to use in order to enhance their vocabulary knowledge. It is supported by the finding of a study by (Al-Saggaf et al., 2021), it shows that social media was seen by the respondents from BTESL Years 1, 2, and 3 as an useful and effective tool for improving their vocabulary. However, there are also different results. A finding of study by Zainal & Rahmat (2020), showed that the most students agreed that they have the same perception, that social media can be used for learning vocabulary at anytime and anywhere. So that all students have unlimited chances to learn vocabulary both inside and outside classroom.

The third research problem is the difficulties faced by students while learning new vocabulary through social media. It can be referred that being distracted by other things in social media could annoy the students to learn new vocabulary through it is the top listed challenge of students of SMK Negeri 3 Padang. According to (Piotrowski & Buszman, 2022), they reveal that users are distracted from their learning by social media notifications, which distract their attention to a new message or comment on social media. However, a study by (Ngonidzashe, 2013) has another thought, he stated that regarding the difficulties in using social networking sites, the findings seem to show that the main difficulty of using social media for learning vocabulary is the security, which means that there is no privacy and students' personal information are prone to inappropriate use. This shows that not most students experience the same thing.

CONCLUSION

To conclude, most Indonesian students use WhatsApp because it is the easiest for them to access for daily activities and education platform. Also, it is easier for

them to learn if the learning is interesting and not monotonous. Yet, social media can also be very disruptive to their study time. Suggestion would be conducting interview for more understood and more sensibly reason and focus on the selected social media.

REFERENCES

Abbas, A., Gulzar, R., & Hussain, Z. (2019a). The Impact of Social Media (Facebook and YouTube) on Vocabulary Acquisition of ESL Learners. *Journal of Communication and Cultural Trends*, 1(1), 26–44. Retrieved from https://doi.org/10.32350/jcct.11.02

Al-Saggaf, M. A., Prabakaran, T., & Al-Aidaros, A. H. (2021). PERCEPTION OF STUDENTS FROM BTESL TOWARDS ENHANCING VOCABULARY THROUGH SOCIAL MEDIA IN MSU. *TESOL and Technology Studies*, 2(1), 49–64. Retrieved from https://doi.org/10.48185/tts.v2i1.174

ALQAHTANI, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, III(3), 21–34. Retrieved from https://doi.org/10.20472/te.2015.3.3.002

Bown, A., & Pullen, D. (2020). The Use of Social Media Platforms to Enhance Vocabulary Development in Learning a New Language: A Review of The Literature by Meshari Alharthi, Andy Bown, Darren Pullen :: SSRN, (6), 318–331. Retrieved from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3675990

Date, P. (2013). UCLA UCLA Electronic Theses and Dissertations Title Social Media, Social Kids: Sociocultural Implications of 21st Century Media for Development in the Preteen Period. Retrieved from https://escholarship.org/uc/item/1xb17386

Engel. (2014). Pengertian Faktor. *Paper Knowledge . Toward a Media History of Documents*, 7–30.

Hamad, M. M. (2017). Using WhatsApp to Enhance Students' Learning of English Language "Experience to Share". *Higher Education Studies*, 7(4), 74. Retrieved from https://doi.org/10.5539/hes.v7n4p74

Heriyanto, D. (2015). Volume 6, Number 1, Februari 2015 Dwi Heriyanto The Effectiveness of Using Youtube for Vocabulary Mastery Dwi Heriyanto. *ETERNAL (English Teaching Journal)*, 6(1), 1–12.

Indari, A., & Cahyani Putri, M. M. (2018). The Effect Of Using Social Media On The Students' Vocabulary Achievement At Tenth Grade Students Of SMA Swasta Persiapan Stabat Academic Year 2017/2018. *Jurnal Tarbiyah*, 25(1). Retrieved from https://doi.org/10.30829/tar.v25i1.246

Jalal, A., & Zaidieh, Y. (2012). The Use of Social Networking in Education: Challenges and Opportunities. *World of Computer Science and Information Technology Journal*, 2(1), 2221–741.

Jayani, D. H. (2020). Berapa Pengguna Internet di Indonesia? *Databoks*, 1. Retrieved from https://databoks.katadata.co.id/datapublish/2019/09/09/berapa-pengguna-internet-di-indonesia

Ngonidzashe, Z. (2013). Challenges and perceptions towards use of social media in higher education in Zimbabwe: a learners' perspective. *International Journal of*

Scientific & Engineering Research, 4(5), 242–249. Retrieved from http://www.ijser.org

Piotrowski, M., & Buszman, K. (2022). Social_Media_and_Task_Performance_D. Retrieved from https://doi.org/10.15804/tner.2022.67.1.19

Robbins, S. P., & Judge, T. A. (2013). Organizational Behavior. *Organizational Behavior*. Retrieved from https://doi.org/10.4324/9780203763209

Safitri, M., Yuliyani, A., Hamid, F., & Suriaman, A. (2022). The use of social media for leaning english: Students' perspective. *Indonesian EFL Journal (IEFLJ)*, 8(2), 269–276. Retrieved from https://doi.org/10.25134/ieflj.v8i2.6477

Singh, Y. (2005). Instructional Technology in Education. *Darya Ganj New Delhi*, 274.

Sivagnanam, S., & Yunus, M. M. (2020). Utilizing social media in vocabulary enhancement among primary ESL learners. *Universal Journal of Educational Research*, 8(2), 490–498. Retrieved from https://doi.org/10.13189/ujer.2020.080220

Tezci, E., & Icen, M. (2017). High School Students' Social Media Usage Habits. *Journal of Education and Practice*, 8(27), 99–108. Retrieved from https://files.eric.ed.gov/fulltext/ED577955.pdf%0Ahttps://eric.ed.gov/?id=ED577955

Zainal, Z., & Rahmat, N. H. (2020). Social Media and Its Influence on Vocabulary and Language Learning: a Case Study. *European Journal of Education Studies*, 7(11), 1–18. Retrieved from https://doi.org/10.46827/ejes.v7i11.3331

Zanamwe, N., Rupere, T., & Kufandirimbwa, O. (2013). Use of Social Networking Technologies in Higher Education in Zimbabwe: A learners' perspective. *International Journal of Computer and Information Technology*, 02(01), 8–18. Retrieved from http://www.ijcit.com/archives/volume2/issue1/Paper020102.pdf