

High school students' perceptions of using social media in learning English: A quantitative study

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ABSTRACT

The main aim of this research is to investigate how secondary school students understand the usefulness of social media in English language learning. The research design used in this research is quantitative research, and data was collected through closed surveys and given to 31 students from SMKN 1 Bantul, Yogyakarta. The questionnaire contains 18 items representing the cognitive, affective, and conative dimensions of social media use in ELT. Based on these findings, students generally have a positive attitude toward using social media to learn English. By providing interesting and easily accessible content, social media is useful in improving students' English skills. Listening and reading skills can be significantly improved by using platforms such as YouTube, Instagram, and TikTok. These results suggest that the diverse sources of stimulation and conducive interactive contextual practices offered by social media support learners' needs while presenting challenges with exposure to non-standard language or distractions that may occur during its use.



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1. Introduction

In the last few decades, social media has experienced tremendous growth and become an integral part of everyday life worldwide. According to Schønning et al. (2020), social media use is now deeply integrated into everyday life, with an estimated 3 billion users globally, with teenagers and young adults being the most active users. Platforms such as Facebook, Instagram, Twitter, and TikTok are commonly used for communication, content sharing, and obtaining both entertainment and information. These platforms have become central to personal interaction, social networking, and even professional growth, transforming how people engage with the world.

The rise of social media has expanded across age groups, backgrounds, and regions, creating a more interconnected world and enabling the rapid and efficient dissemination of information. Social media platforms offer new opportunities for creativity, connection, and empathy while also presenting concerns such as surveillance, privacy issues, and the commercialization of user data. These platforms strike a delicate balance between visibility and privacy, presenting both advantages and challenges in the digital age (Meikle, 2016). Despite the significant role of social media in modern life, its impact on education, and specifically on learning English, still needs to be explored in specific contexts, particularly among high school students in developing regions such as Southeast Asia..

The COVID-19 pandemic has further intensified the reliance on digital technologies, leading to increased internet use worldwide. Due to social restrictions and lockdowns imposed to prevent the

spread of the virus, people have been forced to move many aspects of their lives online. Educational institutions, in particular, have turned to distance learning, shifting the way students access learning resources. As a result, the use of social media platforms has seen a significant rise, with students increasingly using them for communication, learning, and accessing educational content during the pandemic (De' et al., 2020). This shift has brought about new possibilities for educational innovation but also highlighted challenges in adapting traditional teaching methods to the digital landscape.

Social media has become especially prevalent among teenagers, who are not only the most frequent users but also the most engaged with platforms like TikTok, Instagram, YouTube, and Facebook. According to the latest data from Statistics, around 90% of teenagers aged 13-17 worldwide use social media actively, with platforms like TikTok becoming increasingly popular due to their interactive and engaging content. In Indonesia, reports from We Are Social and Hootsuite (2023) indicate that 85% of teenagers use social media daily, with platforms being an essential part of their social lives. Teenagers in Indonesia spend a significant portion of their time on social media, using these platforms to interact with peers, follow trends, seek entertainment, and gather information. Studies have shown that adolescent social media addiction in Indonesia is influenced by peer pressure, as well as the extensive use of technology and media (Pratama et al., 2020). This reliance on social media has sparked concerns about screen time and its impact on adolescents' mental health. However, it has also opened doors to new ways of engaging with educational content.

Beyond entertainment and social interactions, social media is increasingly recognized as a valuable tool for learning. Students can access a wealth of educational resources, such as scientific articles, video tutorials, and interactive exercises on platforms like YouTube and Instagram. These platforms provide students with opportunities to learn in informal and self-directed environments, complementing traditional classroom instruction. Furthermore, social media facilitates collaborative learning by allowing students to communicate with peers and teachers outside of the classroom, thereby expanding their learning networks (Greenhow et al., 2022).

Social media has unique characteristics that make it effective as a tool for English language learning. In Southeast Asia, social media use for English learning has shown positive results in improving communication skills, fostering collaborative learning, encouraging self-directed learning, and enhancing writing skills (Mohamad et al., 2023). Features such as short videos, interactive content, and the ability to communicate with native speakers or other learners from around the world make social media an engaging and dynamic learning environment. These platforms not only offer educational content but also allow students to interact with a global community, increasing their exposure to different cultures and accents, which enhances their overall language learning experience (Tan et al., 2022).

In addition to the cognitive benefits, social media platforms help students build their affective and conative skills. They motivate students by providing content that resonates with their interests while simultaneously fostering a sense of achievement and engagement through interactive learning experiences. Social media platforms can promote emotional connections to language learning, increasing students' intrinsic motivation to engage with English learning materials regularly (Wang & Vasquez, 2012). With features that allow users to share, comment, and collaborate, students are encouraged to participate actively in their learning process, making learning English an engaging and social experience.

Given the growing interest in the role of social media in education, this study aims to explore how high school students in Indonesia perceive the use of social media for learning English, specifically through popular platforms like Instagram, YouTube, and TikTok. This research will address the following research question: "How do high school students in Indonesia perceive the use of social media in improving their English language skills?" Furthermore, the study hypothesizes that: "Social media usage positively impacts high school students' English language skills in cognitive, affective, and conative aspects." By understanding students' perceptions of social media in the context of English learning, this research seeks to provide valuable insights for educators and educational practitioners in designing effective learning strategies in the digital age.

2. Literature Review

Most previous researchers have revealed students' perspectives on using social media as a medium for learning English. Research conducted by Seli (2023) showed a complex relationship between students' goals, preferences, and perceived benefits from various platforms. Although Instagram, YouTube, and TikTok have emerged as platforms of choice for learning, primarily due to their accessibility, convenience, and visual content, their primary use is more aligned with communication, information access, and entertainment than intentional language learning. In other words, Indonesian students expressed positive perceptions of using social media to learn English.

Research by Hairul and Nurhayati (2023) states that Social media was believed to help improve students' English language skills. They stated that social media provides them with English content sources to practice their English skills, mainly listening, speaking, vocabulary, and pronunciation. Moreover, social media offers a variety of English content, allowing students to access and choose content they like anytime and anywhere. YouTube and Instagram are the most widely used social media platforms for learning English in receptive skills, including listening and reading skills. Pratiwi (2023) also conducted the study, and the results showed that positive perception is reflected in the average mean scores obtained across all three perception components (conative 3.8, affective 3.9, and cognitive 4.1).

Based on the results above, Instagram is a valuable platform for learning and practicing English academic speaking skills. Building on the positive impact of social media in language learning, it is essential to explore how these platforms specifically contribute to the development of English language skills among students.

2.1. Social media

Social media has rapidly grown over the past few decades and has become an integral part of daily life. Platforms like Facebook, Instagram, Twitter, TikTok, and YouTube enable individuals to interact, share content, and access information more efficiently. Social media can enhance intercultural awareness, language learner and user identities, and specific literacies in second and foreign language teaching and learning (Reinhardt, 2019). According to Meyers (2019), social media has changed how we communicate and build relationships, with nearly 3 billion active users worldwide, the majority of whom are teenagers and young adults. Social Cognitive Theory (Bautista, 2020) explains that social media functions as a space where individuals can learn through observation and imitation of others' behaviors. Social media usage allows students to observe behavioral models, such as ways to communicate in English, and adopt speaking strategies or habits that can enrich their language skills.

Along with the advancement of technology, social media now serves not only for entertainment or social communication but has also transformed how we learn and access information. Platforms like YouTube and TikTok have become increasingly popular for accessing educational content in the form of videos, which can make learning more accessible and accelerate comprehension (Liang, 2022). Social media has a significant role for students in education and everyday life. As a communication tool, social media allows students to interact with lecturers, classmates, and the academic community more quickly and efficiently. According to Rahayu (2023), social media has the power to influence students' morals, values, and conduct. It can help them grow in their capacity for empathy, collaboration, and digital ethics, but it can also have adverse effects like addiction and mental health issues. In addition, social media provides a platform for sharing information and learning resources, such as scientific articles, learning videos, and online tutorials. Students can also use social media to build professional networks and keep up with the latest developments in their field of study (Chen et al., 2014)

2.2. Social Media in English Language Learning

Social media has increasingly become a prominent tool in English language learning due to its accessibility and ability to offer diverse learning opportunities. With platforms such as YouTube, Instagram, TikTok, and Facebook, students have access to a wide range of educational content that can significantly enhance their language skills (Barrot, 2021). These platforms allow learners to practice English in a more interactive, informal, and engaging environment compared to traditional classroom settings.

One of the significant advantages of social media in language learning is access to authentic content (Zhou, 2022). Platforms like YouTube provide students with the opportunity to watch real-life conversations, interviews, and language tutorials, exposing them to native speakers and helping them understand how English is used in everyday situations. Social media is a practical and valuable tool for students to increase their English language competency and general knowledge (Ismail et al, 2019). This exposure helps students improve their listening comprehension and pronunciation as they become more familiar with various accents, slang, and colloquial expressions that are not typically covered in textbooks.

In addition to listening practice, social media platforms also offer opportunities for students to engage in active language production (John & Yunus, 2021). For example, on platforms like Instagram and TikTok, students can create content in English, such as short videos or posts, enabling them to practice their speaking and writing skills. TikTok can be used as a teaching aid for speaking skills, making students entertained and improving their English speaking abilities by watching English-language TikTok content (Salsabila et al., 2021). Instagram caption through process approach positively impacts students' English writing skill development by allowing them to share experiences, strengthen writing steps, and publish writing products (Avivi & Megawati, 2020).

Furthermore, social media fosters collaborative learning. Social media collaboration positively impacts student performance when influenced by perceived benefit, active learning, and interaction with peers, with academic self-efficacy playing a moderating role (Liu et al., 2022). Platforms like Facebook Groups and Twitter enable students to join language learning communities where they can share resources, ask questions, and exchange ideas. These interactions help build a sense of community among learners and provide them with additional motivation to continue practicing their English skills. Social media also facilitates peer-to-peer feedback, where learners can provide constructive criticism on each other's language use, promoting further improvement. Integrating Facebook into an English as a Foreign Language (EFL) classroom can improve written skills and grammar while promoting the acquisition of social competencies, such as cooperation and communication (Lirola, 2022).

The diversity of content formats on social media, such as videos, infographics, and interactive quizzes, helps cater to different learning styles. Social media content format and platform directly impact users' engagement behavior, with content context moderating the link between content type and engagement behavior (Shahbaznezhad et al., 2021). Visual learners, for example, benefit from watching instructional videos or viewing diagrams, while auditory learners can engage with podcasts or listening exercises. Social media is widely used in language learning to support multimodal learning and collaborative learning, with affordability being the primary consideration in selecting platforms like Instagram, Facebook, and Twitter (Wardani, 2023). The multimodal nature of social media ensures that language learners can access content that suits their preferred learning style, making the learning experience more personalized and effective.

Social media also allows for self-directed learning, as students can choose what content they want to focus on and set their own learning goals. Whether it is watching a grammar lesson, joining a language challenge, or reading a post about language learning tips, students have the freedom to explore English in a way that fits their interests and needs. Social media brings autonomous learning outside the classroom, leading to significant improvements in student achievement in English language learning (Mahsunah, 2017). This autonomy can lead to increased motivation, as students feel empowered to take charge of their learning. Moreover, social media platforms offer students the ability to access learning resources anytime and anywhere, breaking down the barriers of time and location (Utomo et al., 2021). This flexibility allows students to practice English at their own pace, which is particularly valuable for those who have busy schedules or limited access to traditional language learning environments.

3. Methodology

This study employs a quantitative descriptive approach to investigate students' perceptions of using social media for English language learning. Quantitative research allows for the collection of numerical data, which can be analyzed to identify patterns and relationships between variables

(Creswell, 2014). This approach is particularly suitable for assessing students' perceptions and the extent to which they engage with social media for language acquisition.

A purposive sampling method was used to select 31 participants from SMKN 1 Bantul, Yogyakarta. The participants were chosen explicitly from 11th-grade students aged approximately 17-18 years enrolled in English language courses. This sampling method was selected because the focus of the study was on understanding the perceptions of high school students in this particular age group, who are believed to have sufficient exposure to both the English curriculum and the use of social media for learning. By selecting only 11th-grade students, this study focuses on a specific age range that is likely to have developed mature opinions and behaviors regarding the use of social media in education.

The data was collected using a closed-ended questionnaire distributed via Google Forms. The questionnaire consisted of 18 items based on Robbins' theory of cognitive, affective, and conative dimensions. These dimensions were selected based on previous research, including Pratiwi (2023), which demonstrated their effectiveness in measuring student attitudes and engagement with educational tools.

The 18 items in the questionnaire were designed to measure students' perceptions in three key areas: their understanding of social media as a learning tool (cognitive), their emotional reactions to using social media for learning (affective), and their motivational engagement with social media as part of their learning process (conative). A Likert scale with four response options (strongly agree, agree, disagree, strongly disagree) was used to quantify students' attitudes and opinions. This scale allows for precise measurement of the intensity of their perceptions and responses. The survey was conducted from July 14–17, 2024. The survey link was distributed to the students via Google Forms, providing a convenient and anonymous method for data collection. The anonymity of the responses encouraged participants to share their genuine opinions and ensured confidentiality.

The collected data were analyzed using SPSS version 27. Descriptive statistical analysis was applied to the survey responses. Mean scores were calculated for each item to determine the average perception of students regarding the use of social media for English language learning. Additionally, percentage frequencies were computed to assess the distribution of students' responses across the different levels of agreement with each statement. This method provided a clear overview of students' perceptions and allowed for a straightforward interpretation of the results.

4. Findings and Discussion

4.1. Findings

This research consistently shows that students see social media as an excellent way to learn English. The data classifies perception into conative, affective, and cognitive. The following table shows the overall mean scores for the three components of perception: conative, affective, and cognitive.

Table 1. Mean data of each components of perception

Component of Perception	Main Score	Interpretation
Conative	3,0	Good
Affective	3,8	Good
Cognitive	3,12	Good

Based on the table above's results, the average data for each component shows that the cognitive component has the highest score, namely (M=3.12). This is followed by the affective component, which has an average score of (M=3.8), and finally, the conative component has an average value of (M=3.0).

age of the participants

31 jawaban

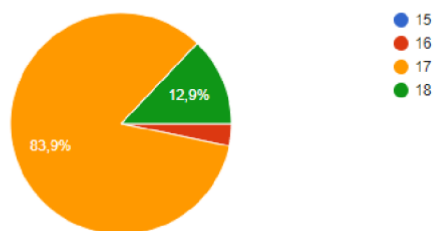


Fig. 1.Participants age

Figure 1 shows the age distribution of participants in the study. Of the total of 31 participants, most students were 17 years old, accounting for approximately 83.9% of the total participants, making it the largest age group in this study. The next age group was participants aged 18, which comprised approximately 12.9% of the total participants. Meanwhile, only around 3.2% of participants were 16 years old, and no participants were 15.

1. Which social media do you often use in your daily life?

31 jawaban

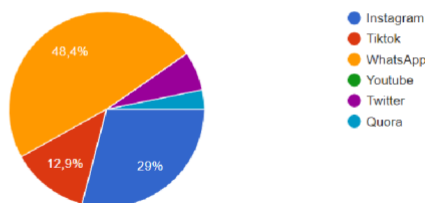


Fig. 2. Most Social Media for Daily

2. Which social media do you use to learn English?

31 jawaban

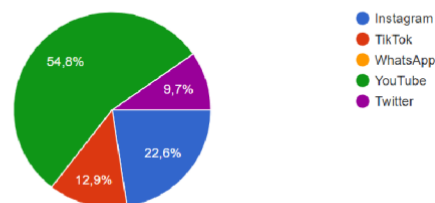


Fig. 3.Most Social Media for Learn English

Figure 2 shows the social media most frequently used by participants. Of the 31 responses received, most participants used TikTok (48.4%), followed by Instagram (29%). YouTube was used by 12.9% of participants, while WhatsApp and Twitter were each used by a small number of participants.

Figure 3 depicts the social media used by participants to learn English. Of the 31 answers, most participants use YouTube (54.8%) to learn English, followed by Instagram (22.6%). TikTok was used by 12.9% of participants, while WhatsApp and Twitter were each used by a small percentage of participants.

1) *Students Conative Perception*

The following table shows the results of the questionnaire compiled based on the conative component of students' perceptions of the use of social media for learning English. The results of this questionnaire provide answers to students about things such as their desire to use social media as an

aid in their education and how social media encourages them to actively participate in their learning activities.

Table 2. Students' conative perception on the use Social media for learning English

<i>Conative</i>				
<i>No</i>	<i>Statements</i>	<i>Scale</i>	<i>%</i>	<i>Mean</i>
1.	How often do you intend to use social media to learn English?	1	6,5	2,5
		2	51,6	
		3	25,8	
		4	16,1	
2.	I want to actively participate in English learning groups on social media.	1	3,2	2,8
		2	25,8	
		3	61,3	
		4	9,7	
3.	I am motivated to use social media as a means of learning English because it is more interesting.	1	3,2	3,3
		2	3,2	
		3	51,6	
		4	41,9	
4.	I intend to use social media applications to practice speaking English.	1	3,2	3,2
		2	6,5	
		3	61,3	
		4	29	
5.	I want to use social media platforms to listen to English content such as podcasts or videos.	1	3,2	3,3
		2	3,2	
		3	51,6	
		4	41,9	
<i>Mean</i>				<i>3.0</i>

Scale: 1-Strongly disagree 2-Disagree 3-Agree 4-Strongly agree

In the conative aspect, an average score ($M=3.0$) was obtained, which was categorized as good. Regarding the intention and frequency of using social media to learn English, the scores obtained ($M=2.5$; 25.8% agree; 16.1% strongly agree) can be categorized as good. This shows that most students have plans and intentions to use social media to learn English.

In identifying the extent to which students want to actively participate in English learning groups on social media, the score ($M=2.8$; 61.3% agree; 9.7% strongly agree) is categorized as good. This means that most students feel that participating in English learning groups on social media is a positive thing and positively impacts the improvement of their English knowledge.

Regarding students' motivation to use social media to learn English, the question item received a score ($M= 3.3$; 51.6% agree; 41.9% strongly agree) in the good category. It implies that students are motivated to learn English by using social media because of its attractiveness and ease of access anytime and anywhere.

Regarding students' intention to use social media applications to practice speaking English, they obtained a score ($M= 3.2$; 61.3% agree; 29% strongly agree) categorized as good. It shows that students feel confident and interested in improving their speaking skills through direct practice and interaction with other users.

Most students use social media platforms to listen to English content, such as podcasts or videos, indicating that they realize the benefits of listening to native speakers and English content to improve their listening skills. This statement item scored ($M=3.3$; 51.6% agreed; 41.9% strongly agreed) and can be categorized as good.

2) *Students Affective perception*

The following table contains the results of a student questionnaire based on the affective component of their perception of using social media to learn English. The table results provide students' answers about feelings of joy, comfort, satisfaction, learning motivation, and emotional involvement when using social media for learning. This questionnaire consists of several questions designed to elicit information about how students perceive their experience in learning English through social media platforms.

Table 3. Students' affective perception on the use Social media for learning English

Affective				
<i>No</i>	<i>Statements</i>	<i>Scale</i>	<i>%</i>	<i>Mean</i>
1.	I feel happy when using social media to learn English.	1	3,2	3,3
		2	6,5	
		3	51,6	
		4	38,7	
2.	I feel comfortable using social media to communicate in English.	1	3,2	3,3
		2	3,2	
		3	58,1	
		4	35,5	
3.	I am satisfied with the results of my English learning through social media.	1	3,2	2,8
		2	19,2	
		3	67,7	
		4	9,7	
4.	Using social media makes me more motivated to learn English.	1	3,2	3,2
		2	6,5	
		3	61,3	
		4	29	
5.	I feel more emotionally involved when learning English through social media.	1	3,2	2,8
		2	22,6	
		3	61,3	
		4	12,9	
Mean				3,08

Scale: 1-Strongly disagree 2-Disagree 3-Agree 4-Strongly agree

In the affective aspect, an average score was obtained ($M=3.08$) and included in the good category. Statement items on the affective aspect can be categorized as good. Regarding the item measuring the level of enjoyment felt by students when using social media to learn English, a score was obtained ($M=4.0$; 51.6% agree; 38.7% strongly agree) which was categorized as good. That shows most students feel happy using social media to learn English. This shows that the learning experience through social media provides them with significant pleasure and emotional satisfaction.

Regarding comfort, statement items related to Instagram received a score ($M=3.3$; 58.1% agree; 35.5% strongly agree), which was in the good category. It means that a high level of comfort when communicating in English via social media shows that students feel this platform is easy to use and supports their communication needs in learning.

Regarding student satisfaction with the results of their English learning through the use of social media, the statement item obtained a score ($M=2.8$; 67.7% agree; 9.7% strongly agree) that was in the good category. This shows that the majority of students are satisfied with the results of their English learning through social media and see social media as an effective tool for improving their language skills.

Most students also feel that using social media really motivates them to learn English, with a score ($M= 3.2$; 61.3% agree; 29% strongly agree) that can be categorized as good. They feel more enthusiastic and driven to learn using this platform than traditional learning methods.

While most students learn English through social media, there is a high emotional involvement. This result suggests that students feel more emotionally engaged during the learning process, which can help them retain and better understand what they learn. This item received a score of ($M=2.8$; 61.3% agree; 12.9% strongly agree), which is categorized as good.

3) *Students Cognitive perception*

This aspect measures cognitive aspects, namely students' understanding and knowledge regarding the use of social media in learning English. The cognitive component includes understanding of content, quality of learning, knowledge of social media, ability to use social media, evaluation of effectiveness, and the influence of social media on learning.

For the cognitive aspect, an average score was obtained ($M=3.12$), which can be categorized as good. Most students understand the English content they encounter on social media well. Social media is effective in providing content that students easily understand; this is proven by the score ($M=3.0$; 61.3% agree; 22.6% strongly agree), which can be considered good.

Many students believe that social media is an effective tool for learning English. This confirms that students see educational value in using social media as part of their learning process. The score obtained was ($M=3.1$; 58.1% agree; 29% strongly agree), which can be considered good.

Most students also agree that their knowledge about using social media to learn English is quite high. They feel familiar with the features and how social media platforms work in the learning context ($M=3.0$; 71% agree; 16.1% strongly agree), which can be considered good.

Most students feel able to use social media to improve their English skills. They feel confident in applying various learning techniques and strategies through social media ($M=3.2$; 54.8% agree; 32.2% strongly agree), which is considered good.

Most students also agree that students can evaluate the effectiveness of learning English through social media well ($M=3.0$; 44.3% agree; 37.1% strongly agree), which is good. That shows they have critical skills in assessing the benefits and outcomes of using social media as a learning tool.

Lastly, most students felt that using social media had improved their understanding of English. That shows that social media positively impacts their learning process ($M=3.4$; 58.1% agree; 38.7% strongly agree). Students feel that social media has benefits and will positively impact learning English if used wisely.

Table 4. Students' cognitive perception on the use Social media for learning English

Cognitive				
No	Statements	Scale	%	Mean
1.	I feel like I understand the English content I encounter on social media well.	1	3,2	3,0
		2	12,9	
		3	61,3	
		4	22,6	
2.	I believe that social media is an effective tool for learning English.	1	3,2	3,1
		2	9,7	
		3	58,1	
		4	29	
3.	I have sufficient knowledge about how to use social media to learn English.	1	3,2	3,0
		2	9,7	
		3	71	
		4	16,1	
4.	I feel able to use social media to improve my English skills.	1	3,2	3,2
		2	9,7	
		3	54,8	
		4	32,3	
5.	I can evaluate the effectiveness of learning English through social media well.	1	3,2	3,0
		2	6,5	
		3	74,2	
		4	16,1	
6.	The use of social media improves my understanding of English.	1	0,0	3,4
		2	3,2	
		3	58,1	
		4	38,7	
Mean				3,12

Scale: 1-Strongly disagree 2-Disagree 3-Agree 4-Strongly agree

4.2. Discussion

The use of social media as a tool for learning English has shown a significant impact on students' perceptions across various aspects. This study highlights the importance of social media as an English learning tool that can have a positive impact on students. The findings show that the cognitive, affective, and conative aspects of students' perceptions of social media all received good ratings. This section will discuss the results of the study based on these three aspects by linking them to previous literature and their implications for educational practice.

4) *Conative Aspect: Motivation and Intentions*

The findings show that students have a strong motivation to use social media in English learning, as reflected by the mean score ($M=3.0$). This indicates that social media can attract students' attention because it is exciting and easily accessible. This motivation is in line with Pratiwi's (2023) research, which shows that platforms such as Instagram and YouTube can increase student engagement. However, although students' intention to use social media is high, the frequency of their use in educational contexts can still be improved. The practical implication is that teachers can design specific tasks that utilize social media platforms, such as providing weekly video-based challenges on TikTok or collaborative projects through Instagram. School policies can also support the use of social media by providing practical guidelines for teachers and students.

5) *Affective Aspect: Emotional Engagement*

Students reported high levels of comfort and happiness when using social media to learn English, with a mean score of ($M=3.08$). This result is consistent with the findings of Wang and Vasquez (2012), who highlighted that social media can create a fun learning experience and motivate students to be more engaged. The affective benefits of social media suggest that platforms such as YouTube can create a positive learning environment, while TikTok's interactive features encourage emotional engagement. Teachers can take advantage of this by designing learning activities that focus on exploring engaging content on social media, such as educational videos or online discussions. In addition, these affective experiences can be used to increase students' confidence in using English in various contexts.

6) *Cognitive Aspect: Understanding and Mastery*

The cognitive aspect received the highest average score ($M=3.12$), indicating that students felt that social media was effective in helping them understand English material. This supports the research of Hairul and Nurhayati (2023), which stated that social media provides easy access to authentic content such as videos and articles that help students develop listening and reading skills. In addition, students reported an increased ability to evaluate the effectiveness of learning through social media. This ability shows that they are not only using social media passively but also critically, in accordance with the findings of Kabilan et al. (2010) regarding the use of Facebook as an interactive learning space. To improve the effectiveness of learning, teachers can provide direction on trusted content sources on social media and encourage students to share their findings through group discussions.

The results of this study provide important insights into the role of social media in English language learning, especially for secondary school students. In terms of implications for educational practice, these findings underscore the need for systematically integrated social media-based learning strategies. Students' high motivation to use social media for learning ($M=3.0$) suggests that these platforms can be practical tools to enhance engagement and learning outcomes. For example, teachers can use the "Duet" feature on TikTok to practice speaking, provide collaborative challenges based on Instagram Stories, or utilize educational videos on YouTube to support listening and reading learning. That is consistent with Mills (2012), who stated that social media offers flexibility in time and place, allowing students to learn at their own pace and preferences.

From an affective perspective, students reported high levels of comfort and motivation when using social media for learning ($M=3.08$). This finding is in line with Wang and Vasquez (2012), who showed that positive and enjoyable learning experiences on social media can enhance students' emotional engagement. In addition, platforms such as TikTok and Instagram allow students to access content that is relevant to their interests, creating an emotional connection that enhances learning retention. However, it is essential to note that social media also has the potential to be distracting. As highlighted by Meikle (2016), students need clear guidance to maximize the benefits of social media while maintaining focus. Therefore, educators must develop guidelines that limit exposure to irrelevant content.

From a cognitive aspect, the use of social media has been shown to help students understand English material better ($M=3.12$). This is supported by Kabilan et al. (2010), who highlighted that community-based interactions on social media allow students to learn contextually and critically. In this context, teachers can provide social media-based assignments that emphasize evaluation skills, such as asking students to analyze the effectiveness of learning videos they find on YouTube. Thus, students do not only become passive consumers but also active and critical learners of content. This

study also contributes to the broader academic discourse by highlighting the role of social media in the context of Indonesian students. These findings extend Pratiwi's (2023) research, which shows that social media is efficacious in improving receptive skills. TikTok and Instagram are the most widely used platforms for students to learn English in Indonesia. That suggests that cultural and social contexts influence platform preferences, providing new insights into the adaptation of digital learning in developing countries.

As a practical implication, these results encourage educators to adopt social media-based learning strategies that support collaborative learning, personalization, and digital literacy. For example, the use of social media platforms can be integrated into group assignments, where students can share and discuss learning resources online. In addition, educators need to train students in evaluating the quality and credibility of content, as suggested by Metzger and Flanagin (2013). In this way, students not only learn English but also develop relevant digital literacy in the technological era. This study makes a significant contribution to the understanding of the role of social media in English language education, especially in the digital era. Further studies are needed to evaluate the long-term impact of social media integration on various language skills, as well as to explore which platforms are most effective in supporting productive skills such as speaking and writing. By optimally utilizing the potential of social media, English language education can continue to develop to be more inclusive, relevant, and adaptive in the future.

5. Conclusion

This study reveals that high school students positively perceive using social media to learn English. The students rated the cognitive, affective, and conative aspects favorably. They found social media to be an effective tool for understanding and mastering English content. Additionally, using social media provided an enjoyable and satisfying learning experience, significantly boosting their motivation and emotional engagement. The platforms' engaging and accessible nature also encouraged students to participate in learning activities actively, highlighting the potential of social media as a valuable educational resource. Based on the findings, several suggestions are proposed to maximize the benefits of social media in English learning. For educators, it is recommended to integrate social media into the curriculum and provide guidance on its practical use. Teachers should recommend reliable educational channels and create structured activities that utilize social media features to enhance language skills. Monitoring and moderating the content accessed by students can help minimize distractions and ensure that the information is educational and appropriate. Students should be encouraged to participate in social media groups actively focused on English learning. Engaging in discussions, sharing resources, and collaborating with peers can enrich their learning experience. Utilizing diverse resources, such as videos, podcasts, articles, and interactive exercises available on social media, can help improve language skills, including listening, speaking, reading, and writing. Additionally, students should develop critical skills to evaluate the quality and reliability of the information they encounter on these platforms. Future researchers are suggested to explore the perceptions of different demographic groups and conduct longitudinal studies to examine the long-term effects of using social media in English learning. Comparing the effectiveness of various social media platforms can also provide insights into the most beneficial features and strategies for language education. By implementing these suggestions, the potential of social media as an effective tool for learning English can be maximized, ultimately enhancing students' language skills and overall learning experience.

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