

**SOCIAL MEDIA IN ENGLISH LEARNING:
STUDENTS' REFLECTION ON THEIR SOCIAL
PRESENCE**

THESIS

Submitted in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan Islam (S.Pd) in Teaching English



**UIN SUNAN AMPEL
S U R A B A Y A**

By:
Nur Vita Laily
NIM 06020520063

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHERS TRAINING
UIN SUNAN AMPEL SURABAYA
2024**

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

NAMA : NUR VITA LAILY
NIM : 06020520063
JURUSAN/PROGRAM STUDI : PENDIDIKAN BAHASA INGGRIS
FAKULTAS : TARBIYAH DAN KEGURUAN

Menyatakan dengan sebenarnya bahwa skripsi yang saya buat ini benar-benar merupakan hasil karya saya sendiri bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan saya atau pikiran saya sendiri.

Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut

Surabaya, 19 Maret 2024



NUR VITA LAILY

ADVISOR APPROVAL SHEET

This thesis by Nur Vita Laily entitled "*Social Media In English Learning: Students' Reflection On Their Social Presence*" has been approved by thesis advisors for further approval by the boards of examiners.

Advisor 1



M. Hanafi, MAg., MA
NIP. 197408042000031002

Advisor 2



H. Mokhamad Syaifudin, M.Ed., Ph.D
NIP.197310131997031002

EXAMINER APPROVAL SHEET

This thesis by Nur Vita Laily entitled "*Social Media In English Learning: Students' Reflection On Their Social Presence*" has been examined on 20 March 2024, and approved by the boards of examiners.



Prof. Dr. H. Muhammad Thohir, S.Ag, M.Pd

NIP. 197905172009011007


Examiner I,



M. Hanafi, MAg., MA

NIP. 197408042000031002


Examiner II,



H. Mokhamad Syaifudin, M.Ed., Ph.D

NIP.197310131997031002

Examiner III,



Sigit Pramono Jati, Ph.D

NIP. 198605182011011005

Examiner IV



Fitriah, Ph.D

NIP. 197610042009122001



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Nur Vita Laily
NIM : 06020520063
Fakultas/Jurusan : Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
E-mail address : nurvitailaily11@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

Sekripsi Tesis Desertasi Lain-lain (.....)

yang berjudul :

Social Media In English Learning : Students' Reflection
On Their Social Presence

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya,

Penulis

(Nur Vita Laily)
nama terang dan tanda tangan

ABSTRACT

Laily, Nur Vita. (2024). *Social Media in English Learning: Students' Reflection On Their Social Presence*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel, Surabaya, Advisors: M. Hanafi, MAg., MA., H. Mokhamad Syaifudin, M.Ed., Ph.D.

Key Words: *Social Media in English Learning, Students' Perception, Social Presence*

Social media is a learning tool commonly used in various learning including English language learning. Learning English with social media requires a social presence that may foster a sense of bonding among the teacher and students. This research aims to understand students' reflection of social media contribution and social presence contribution to their English learning. This research involved 5 students majoring in the English Teaching Department by interviewing them three times about the social media they used during their English lessons and their reflections on their social media presence. The results showed that students' reflection of social media contribution is that social media has a big contribution in their English learning such as contributing to providing contents, features, new information, giving the user ability to connect with others, follow any account related English learning and make the user stay updated. Then, students' reflections also show that this social presence is giving a big contribution to their English learning, especially in the learning atmosphere.

ABSTRAK

Laily, Nur Vita. (2024). *Social Media in English Learning: Students' Reflection On Their Social Presence*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: M. Hanafi, MAg., MA., H. Mokhamad Syaifudin, M.Ed., Ph.D.

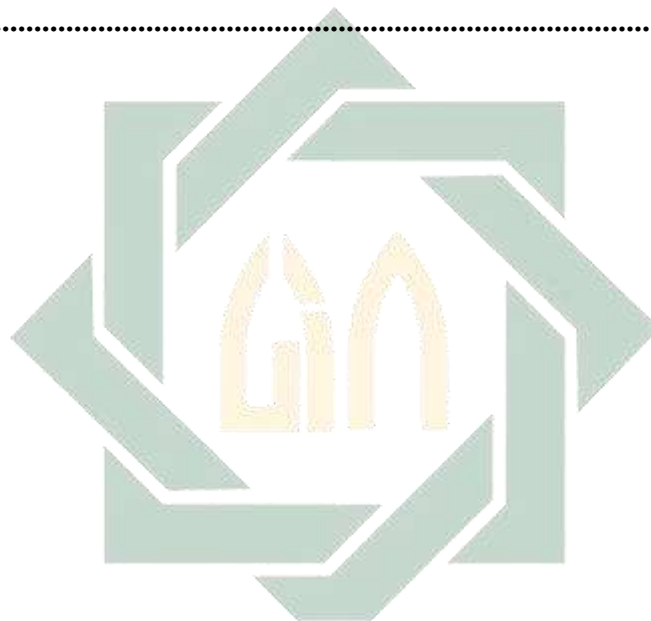
Kata Kunci: *Media Sosial di Pembelajaran Bahasa Inggris, Refleksi Siswa, Kehadiran Sosial*.

Media sosial merupakan alat pembelajaran yang umum digunakan dalam berbagai pembelajaran termasuk pembelajaran bahasa Inggris. Pembelajaran bahasa Inggris dengan media sosial membutuhkan kehadiran sosial yang dapat menumbuhkan rasa ikatan antara guru dan siswa. Penelitian ini bertujuan untuk mengetahui refleksi mahasiswa terhadap kontribusi media sosial dan kontribusi kehadiran sosial dalam pembelajaran bahasa Inggris. Penelitian ini melibatkan 5 mahasiswa jurusan Pendidikan Bahasa Inggris dengan mewawancarai mereka sebanyak tiga kali mengenai media sosial yang mereka gunakan selama pembelajaran bahasa Inggris dan refleksi mereka terhadap kehadiran media sosial. Hasil penelitian menunjukkan bahwa refleksi mahasiswa terhadap kontribusi media sosial adalah bahwa media sosial memiliki kontribusi yang besar dalam pembelajaran bahasa Inggris mereka seperti berkontribusi dalam menyediakan konten, fitur, informasi baru, memberikan kemampuan kepada pengguna untuk terhubung dengan orang lain, mengikuti akun yang berkaitan dengan pembelajaran bahasa Inggris dan membuat pengguna tetap update. Kemudian, refleksi siswa juga menunjukkan bahwa kehadiran media sosial ini memberikan kontribusi yang besar dalam pembelajaran bahasa Inggris mereka, terutama dalam suasana belajar.

TABLE OF CONTENT

PERNYATAAN KEASLIAN TULISAN.....	i
ADVISOR APPROVAL SHEET.....	ii
EXAMINER APPROVAL SHEET.....	iii
DEDICATION AND MOTTO.....	iv
ACKNOWLEDGEMENT.....	v
ABSTRACT.....	vi
ABSTRAK.....	vii
TABLE OF CONTENT.....	viii
LIST OF PICTURE.....	x
LIST OF TABLE.....	xi
CHAPTER I:	
INTRODUCTION.....	1
A. Background of the Study.....	1
B. Research Questions.....	5
C. Objectives of the Study.....	5
D. Significance of the Study.....	6
E. Scope and Limit of the Study.....	6
E. Definition of the Key Terms.....	7
CHAPTER II:	
LITERATURE REVIEW.....	9
A. Theoretical Framework.....	9
B. Previous Studies.....	18
CHAPTER III:	
RESEARCH METHOD.....	22
A. Approach and Research Design.....	22
B. Research Presence and Research Subject.....	23
C. Research Location.....	23
D. Data and Source of Data.....	23
E. Data Collection Technique.....	24
F. Research Instruments.....	25
G. Data Analysis Technique.....	25
H. Trustworthiness.....	26
CHAPTER IV:	
FINDING AND DISCUSSION.....	27
A. Research Finding.....	27
a. Social Media Contribution in English Learning.....	27
b. Students' Social Presence in Social Media Contribute to Their English	

Learning.....	37
B. Discussion.....	44
a. Social Media Contribution in English Learning.....	45
b. Students' Social Presence in Social Media Contribute to Their English Learning.....	47
CHAPTER V:	
CONCLUSION AND SUGGESTION.....	53
A. Conclusion.....	53
B. Suggestion.....	54
REFERENCES.....	56
APPENDIX.....	64



UIN SUNAN AMPEL
S U R A B A Y A

LIST OF PICTURE

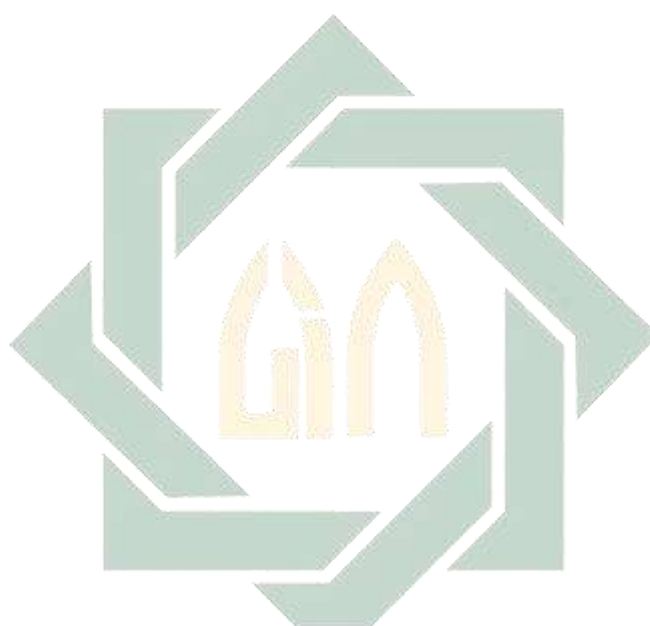
Picture 2.1: Social Presence Model.....12



UIN SUNAN AMPEL
S U R A B A Y A

LIST OF TABLE

Table 3.1 Social Media in English learning.....	28
Tabel 3.2 Social Presence in Social Media Contribute in English Learning.....	35



UIN SUNAN AMPEL
S U R A B A Y A

REFERENCES

- Ahmadi, M. R. (2018, June). The use of Technology in English Language Learning: A Literature Review. *International Journal of Research in English Education*, 3(2), 115-125. <http://dx.doi.org/10.29252/ijree.3.2.115>
- Akcaoglu, M., & Lee, E. (2016, April). Increasing Social Presence in Online Learning through Small Group Discussions. *International Review of Research in Open and Distributed Learning*, 17(3), 1-17. <https://doi.org/10.19173/irrodl.v17i3.2293>
- Akcaoglu, M., & Lee, E. (2018). Using Facebook Groups to Support Social Presence In Online Learning. *Distance Education*, 39(3), 334-352. DOI: 10.1080/01587919.2018.1476842
- Al Arif, T. Z. Z. (2019, October). The Use of Social Media for English Language Learning: An Exploratory Study of EFL University Students. *Metathesis: Journal of English Language Literature and Teaching*, 3(2), 224-233. DOI:10.31002/metathesis.v3i2.1921
- Aloraini, N., & Cardoso, W. (2022). Social Media in Language Learning: A Mixed Methods Investigation of Students' Perceptions. *Computer Assisted Language Learning*, 35(8), 1707-1730.
- Auxier, B., & Anderson, M. (2021, April 7). Social Media Use in 2021. *Pew Research Center*. https://www.pewresearch.org/internet/wp-content/uploads/sites/9/2021/04/PI_2021.04.07_Social-Media-Use_FINAL.pdf
- Barus, I. R. G., & Simanjuntak, M. B. (2020, June). Whatsapp Group And Google Classroom-Based Learning Materials In English Classes: Students' Perceptions. *SELTICS : Scope of English Language Teaching, Literature and Linguistics*, 3(1), 47-54. DOI:10.46918/seltics.v3i1.552
- Chapter 1: An Introduction to Reflection. (2013). In C. Bulman & S. Schutz (Eds.), *Reflective Practice in Nursing* (5th ed., pp. 1-22). Wiley.
- Cleveland-Innes, M., & Campbell, P. (2012). Emotional Presence, Learning, and the Online Learning Environment. *International Review of Research in Open and Distributed Learning*, 13(4), 269-292. <https://doi.org/10.19173/irrodl.v13i4.1234>
- Creswell, J. W., & Creswell, J. D. (2022). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
- Dahdal, S. (2020). Using the WhatsApp Social Media Application for Active Learning. *Journal of Educational Technology Systems*, 0(0), 1-11. DOI: 10.1177/0047239520928307

- Dewey, J. (1971). *How We Think: A Restatement of The Relation of Reflective Thinking To The Educative Process* (Gateway Edition ed.). Henry Regnery Company.
- Dillinga, J., Vargab, M. A., & Mandernach, B. J. (2020). Comparing Teaching and Social Presence in Traditional and Online Community College Learning Environments. *Community College Journal of Research and Practice*, 44(10-12), 854–869. <https://doi.org/10.1080/10668926.2020.1752852>
- Eckler, P., Worsowicz, G., & Rayburn, J. W. (2010). Social media and health care: an overview. *PM& R: The Journal of Injury, Function and Rehabilitation*, 2(11), 1046-50. doi: 10.1016/j.pmrj.2010.09.005.
- Finlay, L. (2011). *Phenomenology for Therapists: Researching the Lived World*. Wiley.
- Ganis, M., & Kohirkar, A. (2016). *Social Media Analytics: Techniques and Insights for Extracting Business Value Out of Social Media*. IBM Press.
- Garrison, D. R. (2016). *E-Learning in the 21st Century: A Community of Inquiry Framework for Research and Practice*. Taylor & Francis Group.
- Garrison, D. R., Anderson, T., & Archer, W. (1999, March). Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education. *The Internet and Higher Education*, 2(2-3), 87-105. DOI:10.1016/S1096-7516(00)00016-6
- Greenhow, C., Galvin, S. M., & Willet, K. B. S. (2019, October). What Should Be the Role of Social Media in Education? *Policy Insights from the Behavioral and Brain Sciences*, 6(2), 178–185. DOI:10.1177/2372732219865290
- Gunawardena, C. N., & Zittle, F. J. (2009). Social Presence as a Predictor of Satisfaction within a Computer-Mediated Conferencing Environment. *American Journal of Distance Education*, 11(3), 8-26. DOI: 10.1080/08923649709526970.
- Hamid, S., Waycott, J., Kurnia, S., & Chang, S. (2015). Understanding Students' Perceptions of the Benefits of Online Social Networking Use for Teaching and Learning. *Internet and Higher Education*, 26, 1-9. <http://dx.doi.org/10.1016/j.iheduc.2015.02.004>
- Handayani, R. D., Syafei, M., & Utari, A. R. P. (2020, July). The Use Of Social Media For Learning English. *Prominent*, 3(2), 313-321. <https://doi.org/10.24176/pro.v3i2>
- Introduction: The Rise of a New Media Paradigm. (2022). In D. Rosen (Ed.), *The Social Media Debate: Unpacking the Social, Psychological, and Cultural*

- Effects of Social Media* (pp. 1-4). Routledge. DOI: 10.4324/9781003171270
- Jenks, C. (2018). Learning Through Social Media. In A. Burns & J. C. Richards (Eds.), *The Cambridge Guide to Learning English as a Second Language EBooks.com EBook* (pp. 335 - 340). Cambridge University Press.
- Johns, C. (1995). Framing Learning Through Reflection Within Carper's Fundamental Ways Of Knowing In Nursing. *Journal of Advanced Nursing*, 22(2), 226–234. <https://doi.org/10.1046/j.1365-2648.1995.22020226.x>
- Kaplan, A. M., & Haenlein, M. (2010). Users of The World, Unite! The Challenges and Opportunities of Social Media. *Business Horizons*, 53(1), 59—68. doi:10.1016/j.bushor.2009.09.003
- Kawai, T. (2021, January). A Theoretical Framework on Reflection in Service Learning: Deepening Reflection Through Identity Development. *Frontiers in Education*, 5, 1-11. DOI:10.3389/feduc.2020.604997
- Leedy, P. D., & Ormrod, J. E. (2016). *Practical Research: Planning and Design* (Eleventh ed.). Pearson.
- Li, V. (2017, June). Social Media in English Language Teaching and Learning. *International Journal of Learning and Teaching*, 3(2), 148-153. DOI:10.18178/ijlt.3.2.148-153
- Lowenthal, P. R., & Dunlap, J. C. (2020). Social Presence And Online Discussions: A Mixed-Method Investigation. *Distance Education*, 41(4), 1-31. <https://doi.org/10.1080/01587919.2020.1821603>
- Malik, A. R., & Asnur, M. N. A. (2019, July). Using Social Media As A Learning Media Of Foreign Language Students In Higher Education. *BAHTERA: Jurnal Pendidikan Bahasa dan Sastra*, 18(2). DOI:10.21009/BAHTERA.182.06
- Malik, Z., & Haidar, S. (2020, August 25). English Language Learning And Social Media: Schematic Learning On Kpop Stan Twitter. *E-Learning And Digital Media*, 31(2), 1-22. <https://doi.org/10.1080/10494820.2020.1805773>
- Mekarisce, A. A. (2020). Teknik Pemeriksaan Keabsahan Data pada Penelitian Kualitatif di Bidang Kesehatan Masyarakat. *Jurnal Ilmiah Kesehatan Masyarakat*, 13(3), 145-151. DOI:10.52022/jikm.v12i3.102
- Namaziandost, E., & Nasri, M. (2019, January). The Impact of Social Media on EFL Learners' Speaking Skill: A Survey Study Involving EFL Teachers and Students. *Journal of Applied Linguistics and Language Research*, 6(3), 199-215.

- Oh, C. S., Bailenson, J. N., & Welch, G. F. (2018, October). A Systematic Review of Social Presence: Definition, Antecedents, and Implications. *Frontiers in Robotics and Ai*, 5. DOI: 10.3389/frobt.2018.00114
- Ortiz, E. (2019, September 18). The rise of social media. *Our World in Data*. <https://ourworldindata.org/rise-of-social-media>
- Peacock, S., & Cowan, J. (2019). Promoting Sense of Belonging in Online Learning Communities of Inquiry in Accredited Courses. *Online Learning*, 23(2), 67-81. doi:10.24059/olj.v23i2.1488
- Premana, A., Ubaedillah, U., & Pratiwi, D. I. (2021, Oktober). Peran Video Blog Sebagai Media Pembelajaran Dalam Meningkatkan Hasil Belajar Bahasa Inggris. *Jurnal Teknologi Pendidikan*, 14(2), 132-138. DOI: <https://doi.org/10.24114/jtp.v14i2.24113>
- Purwandari, E. P., Junus, K., & Santoso, H. B. (2022). Exploring E-Learning Community Of Inquiry Framework For Engineering Education. *International Journal of Instruction*, 15(1), 619-632. <https://doi.org/10.29333/iji.2022.15135a>
- Raja, R., & Nagasubramani, P. C. (2018, April). Impact of modern technology in education. *Journal of Applied and Advanced Research*, 3(1), 33-35. <https://dx.doi.org/10.21839/jaar.2018.v3S1.165>
- Raut, V., & Patil, P. (2016, January). Use of Social Media in Education: Positive and Negative Impact on The Students. *International Journal on Recent and Innovation Trends in Computing and Communication*, 4(1), 281 - 285.
- Rosen, D. (2022). Introduction: The Rise of a New Media Paradigm. In D. Rosen (Ed.), *The Social Media Debate: Unpacking the Social, Psychological, and Cultural Effects of Social Media*. Routledge.
- Rwodzi, C., Jager, L. d., & Mpofo, N. (2020). The Innovative Use of Social Media for Teaching English As A Second Language. *The Journal for Transdisciplinary Research in Southern Africa*, 16(1), 1-7. The Innovative Use Of Social Media For Teaching English As A Second Language
- Skalski, P., & Tamborini, R. (2007). The Role of Social Presence in Interactive Agent-Based Persuasion. *Media Psychology*, 10, 385–413. 10.1080/15213260701533102
- Susanti. (2021, August). Online Class Discussion and Social Presence to Boost Academic Performance of English Subject Amid COVID-19 Outbreak. *EDUCARE: International Journal for Educational Studies*, 14(1), 36-48.
- Sweet, K. S., LeBlanc, J. K., Stough, L. M., & Sweany, N. W. (2019). Community Building and Knowledge Sharing by Individuals with Disabilities Using

- Social Media. *Journal Computer Assisted Learning*, 36(1), 1-11. DOI: 10.1111/jcal.12377
- Tantri, N. R. (2018, March). Kehadiran Sosial Dalam Pembelajaran Daring Berdasarkan Sudut Pandang Pembelajar Pendidikan Terbuka Dan Jarak Jauh. *Jurnal Pendidikan Terbuka dan Jarak Jauh*, 19(1), 19-30. DOI:10.33830/ptjj.v19i1.310.2018
- Tu, C.-H. (2002, April-June). The Measurement of Social Presence in an Online Learning Environment. *International Journal on E-Learning*, 34-45. DOI:10.17471/2499-4324/421
- Whiteside, A. L. (2015, March). Introducing The Social Presence Model to Explore Online and Blended Learning Experiences. *Online Learning*, 19(2). DOI:10.24059/olj.v19i2.453
- Yadav, D. M. S. (2021, January). Role of Social Media in English Language Learning to the Adult Learners. *International Journal of Linguistics, Literature and Translation (IJLLT)*, 14(1), 238 - 246. DOI:10.32996/ijllt.2021.4.1.25
- Zachos, G., Kollia, E. -A. P.-, & Anagnostopoulos, I. (2018). Social Media Use in Higher Education: A Review. *Education Sciences*, 8(4), 194. doi:10.3390/educsci8040194



UIN SUNAN AMPEL
S U R A B A Y A