INVESTIGATING THE USE OF SOCIAL MEDIA TO LEARN LISTENING SKILL IN ACADEMIC CONTEXT

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Abstract
The study aims to identify the social media platforms commonly utilized by students and analyze the specific media outlets preferred for educational purposes. Employing a descriptive research design, the investigation involved 20 students enrolled in the Statistics in Educational Research class within the English Education study program. Data collection was a questionnaire consisting of 10 Likert-scale questions, focusing on popular social media platforms and their associated media outlets. The results highlight Youtube as the predominant social media platform extensively utilized by students. Notably, students acknowledged the value of academic lecture videos on Youtube for refining their listening skills in an academic context. These findings underscore the significance of promoting responsible social media usage and fostering a harmonious balance between recreational and educational purposes in utilizing such platforms to enhance listening skills.

Keywords: Academic context, listening skill, social media

INTRODUCTION
The digital revolution brought about by modern technology has significantly impacted every aspect of human life worldwide. With rapid advancements in various technological fields like artificial intelligence, internet connectivity, and mobile devices, our way of living, working, communicating, and accessing information has undergone a revolutionary transformation. As Jain, Singh, and Tripathi stated in 2018, technology’s influence is pervasive, compelling people to embrace it and consider it an indispensable part of life. As we navigate through these technological changes, it becomes crucial to comprehend and adapt to them, enabling us to fully utilize technology’s potential for positive growth and innovation.

Furthermore, technology has greatly improved the educational landscape, playing vital roles in the classroom setting. Social media, as a part of technological advancement, has become increasingly important in educational settings. It offers an interactive platform where teachers can easily engage with their students. Wang, Woo, and Quek (2015) pointed out that social media provides educators with a dynamic and engaging space to involve students, foster cooperation, and encourage dialogues beyond the traditional classroom boundaries. Through the use of social media, students can interact with their peers, share educational materials, and participate in online groups, thereby extending their learning opportunities (Selwyn, 2012). Even without meeting in person, social media facilitates student interactions, enriching their educational experiences.

Many English as a Foreign Language (EFL) students widely use social
media as a technological tool for communication and interaction with their peers. They find it convenient for exchanging ideas both inside and outside the classroom, thus fostering a sense of community (Chen, 2018). Moreover, these platforms allow EFL students to connect with individuals from diverse cultural backgrounds, leading to an improved understanding of different cultures and a broader global perspective. As a result, social media significantly enhances language learning experiences for EFL students by promoting social interactions and intercultural awareness.

An essential aspect of language learning effectively facilitated by social media is the development of listening skills in an academic context. Through these platforms, learners have access to authentic listening materials and multimedia content, such as podcasts, films, interviews, and academic lectures, which offer a wide range of listening opportunities (Cheung, 2015). Engaging with such content enables students to refine their listening abilities in environments closely resembling academic situations.

Furthermore, social media platforms often include interactive features that encourage students to actively engage with listening materials. Discussion threads, comment sections, and forums provide platforms for expressing opinions, asking questions, and having in-depth conversations about the content they have listened to (Junco, 2015). This collaborative learning setting encourages critical thinking and improves comprehension as students reflect on their understanding of the subject matter.

The flexibility of social media presents another advantage for enhancing listening abilities in the classroom. Students can choose subjects and materials that align with their interests and academic goals, making the learning process more engaging and meaningful. Additionally, social media platforms offer opportunities for repeated exposure to listening materials, allowing students to revisit content whenever necessary to reinforce their understanding and improve their overall listening skills.

As one of the skills in English language, listening is a must-skill to be acquired by EFL learners. Experts and researchers such as Cheung (2010), Ahmadi (2016), Gilakjani and Sabouri (2016), and Alzamil (2021), summarized the importance of listening for students involving. They argued that listening is the Listening plays a crucial role in the language classroom as it offers learners valuable input necessary for the learning process. Without comprehending the input at an appropriate level, effective learning cannot commence. The exposure to authentic spoken language poses a challenge for learners, as it allows them to understand how native speakers use the language in real-life situations. This exposure helps learners develop a deeper understanding of the language and its nuances.

In relevant with the discussion above, the researchers conducted a study focusing on finding out or investigating the perceptions of the social media utilized by the sixth-semester students of English Language Education Study Program. There are numerous studies concerning on this area; however, limited ones regarded university students as the participants. Thus, this research contributes to fill in or complete the studies related to the research area. This research posed three research questions in lining with the purpose of the research involving (1) What are the students’ perceptions towards the use of social media...
for learning listening skill in an academic context? and (2) Which social media is predominantly used by them?

METHOD

The objective of this study was to explore the perceptions towards the use of the social media used by the students for learning listening skills in an academic context. A descriptive research design was utilized to answer the research questions. As suggested by Sugiyono (2015), descriptive research provides a comprehensive description of a phenomenon using both quantitative and qualitative data. Therefore, this study employed descriptive quantitative research to present a numerical explanation and description of the phenomenon.

The population for this study comprised students enrolled in the English Education study program, with a specific sample of 20 students currently taking the A2+ Statistic in Educational Research class. Selecting participants from this class allowed for a focused investigation into the use of social media for learning listening skills in an academic context. The sample size of 20 students was chosen to ensure a manageable and representative group, providing meaningful insights into their perspectives.

Data for this research was collected using a structured questionnaire. The questionnaire served as an instrument through which participants provided written or marked responses, reflecting their viewpoints on the topic under investigation. To ensure accessibility and convenience, the questionnaire was created in the form of a Google Form. It consisted of 10 questions specifically addressing the social media platforms they frequently used. Participants were asked to respond using a Likert scale, indicating their level of agreement or disagreement with the provided statements. This data collection technique enabled a comprehensive understanding of the social media platforms that were frequently and effectively used for learning listening skills in an academic context.

FINDINGS AND DISCUSSION

The findings of this research provide valuable insights into the perceptions of the students about the social media used as the listening skill learning media in an academic context. The graphs below display the results of the students’ responses towards the questionnaire given.

![Figure 1 The students’ perceptions of social media in general](image-url)
The findings of the study revealed that social media significantly impacts students' learning of listening skills. Among the five social media platforms surveyed, YouTube emerged as the most commonly utilized platform, with 23.26% of participants reporting its usage to improve their listening abilities. Twitter and Instagram closely followed, with 20.35% of students using these platforms for the same purpose. While Facebook and TikTok were also utilized, their usage for enhancing listening skills was relatively lower, with 18.60% and 17.44% of students respectively employing them for this purpose.

Specifically, related to the genres of channel provided in the platforms, the students preferred the academic lecture videos emerged as the most preferred media outlets. The data is presented below.

The graph above illustrates the percentage distribution of these media outlets as reported by the participants. Notably, academic lecture videos emerged as the most favored media outlet, with 30% of respondents acknowledging its effectiveness in facilitating their acquisition of listening skills in an academic context. Additionally, 20% of students reported using Short clips to aid their listening skill development. Furthermore, 15% of participants utilized podcasts, while 20% utilized interview videos to enhance their listening abilities in an academic setting. These results highlight the significance of diverse media outlets in catering to students' varied preferences and learning needs while utilizing social media as a valuable resource for language learning.

The data from the study indicates that social media plays a significant role in impacting students' learning of listening skills, particularly in an academic context. The findings reveal that among the five social media platforms surveyed, YouTube is the most commonly utilized platform for improving listening abilities,
followed closely by Twitter and Instagram. This suggests that students perceive social media as a beneficial tool for language learning, with YouTube's vast array of academic lecture videos and educational content being particularly appealing.

The graphs representing the percentage distribution of media outlets used by participants further supports the prominence of academic lecture videos as the most favored media outlet. Approximately 30% of respondents recognized the effectiveness of academic lecture videos in facilitating their acquisition of listening skills in an academic context. This highlights the value of using authentic academic content as a means to enhance language learning, allowing students to engage with subject matter directly related to their studies.

Furthermore, the study found that a considerable number of students (20%) utilized short clips to aid in their listening skill development. Short clips may offer a convenient and accessible means for quick listening practice, enabling students to strengthen their understanding of the language in shorter time frames.

Interestingly, podcasts and interview videos also held significance, with 15% and 20% of participants respectively utilizing these media outlets to enhance their listening abilities. This demonstrates the diversity of content that students find valuable for language learning on social media. Podcasts, for instance, may offer authentic spoken language in various contexts, while interview videos allow students to observe real-life conversations, thus enhancing their listening comprehension and exposure to natural language use.

Overall, the data emphasizes the importance of providing students with a variety of media outlets when using social media for language learning. By incorporating diverse content like academic lecture videos, short clips, podcasts, and interview videos, educators can cater to different learning preferences and needs, fostering a more engaging and effective language learning experience. It is crucial for language instructors to recognize the potential of social media as a valuable resource in language education and leverage these platforms to create dynamic and interactive listening activities that align with students' interests and academic goals. As social media continues to evolve and influence communication and information sharing, it becomes essential for educators to adapt their teaching methods and integrate these platforms thoughtfully into the language classroom to maximize students' language learning outcomes.

CONCLUSION AND SUGGESTION

The findings of this research shed light on the preferences and experiences of students regarding the use of social media to learn listening skills in an academic context. The results reveal that among the social media used by students, Youtube emerged as the most popular choice, followed by Instagram and Twitter, then Facebook, and TikTok. The media outlet that used by the students include podcasts, interviews, films, and academic lecturers. These findings highlight the perceived benefits that social media can help students in learn listening in an academic context.

REFERENCES


