STUDENTS' ENGAGEMENT IN SOCIAL NETWORKING SITES AND ITS RELATION TO THEIR MASTERY OF CERTAIN ENGLISH FIXED EXPRESSIONS AND IDIOMS

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Abstract: The objectives of the study were to find out to what extent the undergraduate students' engagement in social networking sites and their mastery of certain English fixed expressions and idioms. This study also investigated whether or not there was a significant correlation between the students' engagement in social networking sites and their mastery of certain English fixed expressions and idioms. One hundred and six undergraduate students of English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University (Palembang Campus) were involved as population and sample of the study. A social networking sites engagement questionnaire and English fixed expressions and idioms test were used to collect the data which were statistically analized by using correlation and regression analyses. The result revealed students' engagement on social networking sites level was very high with 82% average agreement questionnaire responses, but their mastery of certain English fixed expressions and idioms was low (60.47) with 79.2% students scored below 71. Next, the correlation between the students' engagement in social networking sites and their mastery of certain English fixed expressions and idioms was positive and significant (r=0.328>0.249, p-value=0.001<0.05). The finding also showed students' engagement in social networking sites contributed 10.8% to their mastery of certain English fixed expressions and idioms. In conclusion, the students have a very high level of engagement in social networking sites, but low level of mastery of certain English fixed expression and idioms.

Keywords: *engagement in social networking sites, proficiency in English fixed expressions and idioms, EFL students*

Possessing the knowledge of English language system and comprehend meaning in each of lexical items would not be sufficient for EFL students since English language's complexity goes beyond its literal meaning. This also applies in producing phrases and sentences in English. EFL students tend to produce phrases and sentences by combining words that has its own meaning as compositional unit. Understanding cultures of native English speaker is also one of the aspects in learning English as foreign language. One of the particular parts to understand cultures of native English speakers is understanding non-compositional phrases and sentences of English language.Two forms of non-compositional phrases and sentences of English language are fixed expressions and idioms.

Proficiency in English fixed expressions and idioms is essential for EFL students to fully grasp the ideas in spoken or written English. It is difficult to speak spontaneously without lapsing into idiomatic usage (John-Laird, 1993). Fixed expressions and idiom convey a specific meaning which is distinct from its individual words suggesting. Unlike idioms, fixed expressions do not communicate figurative meaning or folk wisdom. The terms of fixed

expressions and idioms are sometime being used interchangeably. Nonetheless, for the purpose of consistency, this research paper will determine that fixed expressions only contain literal meaning and idioms only contain figurative meaning.

Sprenger (2003) states that fixed expressions refer to specific combination of two or more words that are typically used to express a specific concept. He views those expressions as being fixed in the mind of native speakers, and despite the fact that they are compound of different lexical words, these words as a whole refer to only one linguistic concept that reflects a certain purpose. Idioms exploit one's imagination in order to provide an illustration of what being said (Rodriguez & Winnberg, 2013).

Cambridge Advance Learner's Dictionary (2008) defines that an idiom is a group of words in a fixed order that have particular meaning that is different from the meanings of each word understood on its own. To understand the meaning of fixed expressions and idioms, EFL students need to have cultural knowledge or have heard certain fixed expressions and idioms before. It is hypothesized that EFL students lack information or given specific subject to learn fixed expressions and

idioms. Therefore, neither are they able to fully understand fixed expressions and idioms' meaning nor are they able use its structure and function in discourse if they never learn or encounter fixed expressions and idioms previously.

Burke (1998) claims that there is "absolutely no way a nonnative speaker of English could fully understand American movies, television shows, news broadcasts, or even typical conversations without help because our language is loaded with nonstandard English, i.e., slang and idioms". He explains that if nonnative speakers do not understand idioms, they will never be able to completely integrate and, instead, they will always be outsiders. Cooper (1998) agrees, "sooner or later, imprecise idiomatic usage will cause difficulties even for a student with an excellent knowledge of grammar and a high level of vocabulary attainment". This suggests the importance of idioms comprehension for EFL students and cannot take it for granted.

Komatsu (2011) conducted a survey of social networking sites and concluded that these networks are potential forums of learning because they can be learner-centered, active, and collaborative. Likewise, Chartrand (2012) indicate that SNS can generate meaningful output and stimulate students' interest in language learning. Moreover Thorne (2010) stated that social networking sites have the potential to help EFL learners to develop and explore online relationships and identities where expression, interaction, and community building are all important factors in the language learning experience.

Learning fixed expressions in EFL study program in Universities in Indonesia is only covered and limited to a broader language skills such as reading or listening. For example the curriculum of English Education Study Program of Teacher Training and Education Faculty Sriwijaya University does not include any English idioms and fixed expressions subject (Unsri, 2012). The insufficiency of specific subject or course in regard to fixed expressions and idioms being taught leads to the inability of EFL students to fully comprehend English fixed expressions and idioms. A study done by Fitriana (2009) shows more than 65% regular undergraduate students in English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University had difficulty in understanding idiomatic meanings. She further said that the students

never studied idioms explicitly before.

EFL students need alternative sources to learn and acquiring adequate knowledge on fixed expressions and idioms. One obvious source to learn English expressions and idioms is social networking sites. Social networking sites have starting been used widely by English language educators as an alternative instrument to teach English. Popular social networking sites such as Facebook, YouTube, Twitter, and Instagram offer abundance contents of English lessons for students and educators alike. Social networking sites could also be used as media for teachers and students to interact, or as a tool to improve English outside the classroom.

Asosiasi Penyelenggara Jasa Internet Indonesia (APJII) and University of Indonesia Communication Studies Center (Puskakom) found out 87.4% of internet users are using social networking sites actively. Furthermore 49% of Indonesia internet users are aged between 18 and 25 years. It can be concluded that from those data above, a large part of country's university students are active social networking sites users.

Based on the explanation above, this study was conducted to answer these following research questions: 1) What was the extent the undergraduate students of English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University's engagement in social networking sites and their proficiency in English fixed expressions and idioms?; and 2) Was there any significant correlation between the undergraduate students' engagement in social networking sites and their proficiency in English fixed expressions and idioms?

METHODOLOGY

This study was a correlational study because it was aimed to find out the correlation between the undergraduate students of English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University's engagement in social networking sites and their proficiency in English fixed expressions and idioms. Donnelly (2007, p. 309) states that correlation describes how two variables relate one another. Correlation measures both the strength and direction of the relationship between independent variable and dependent variable. The population of this study was 106 students and the writer used total

sampling technique which means the writer used all the population as the sample.

To understand the extent of *Social Networking Sites Engagement* among undergraduate students of English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University; the writer conducted a preliminary survey. This survey was used as a basis to determine the sample of this research. 100% of 106 students who were surveyed stated they are user of social networking sites. Eighty three out of 106 students or 77.6% proclaimed that they use social networking sites every day of the week. Sixteen students or 15% declared that they use social networking sites usually 4-5 days a week. Six students or 5.6% stated that the active in social networking sites 3 days per-week. Finally, only 2 students or 1.8% admitted they use social networking sites 1-2 days per-week

To collect the data, all the students were given engagement in social networking sites questionnaire and English fixed expression and idioms comprehension test. The questionnaire consisted of 25 items and the test consisted of 30 items in form of multiple choice questions.

After collecting the data, the writer proceeded to analyzing the data by using Pearson Product Moment Correlation Coefficient. Regression analysis was conductedto find out if there was any significant contributionof the undergraduate students of English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University's engagement in social networking sites to their proficiency in English fixed expressions and idioms.

FINDINGS AND DISCUSSION
Descriptions of Students' Engagement in Social Networking Sites
To answer the first research question(What was the extent the undergraduate students of English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University's engagement in social networking sites and their proficiency in English fixed expressions and idioms?), some explanations and interpretations will be given below.

Before given to the research sample, the questionnaire was tried out. The questionnaire originally consisted of 36 items, but there were only 25 valid items after being tried out to the undergraduate students of English Education Study Program of

Teacher Training and Education Faculty of Sriwijaya, Indralaya Campus. The questionnaire was validatedby using Cronbach Alpha and r-table.

The questionnaire was a 4 Likert-scale questionnaire and for the purpose of the data analysis, the four responses were grouped into 2 responses (Agreement and Disagreement). Table 1 shows the descriptive statistics of engagement in social networking sites questionnaire

Table 1.Descriptive Statistics of Social Networking Sites Engagement Questionnaire

N (Student)	N (Item)	percentage of disagreement response	mean of disagreement responses	percentage of agreement responses	mean of agreement responses
106	25	17.6%	1.84	82.4%	3.32

In order to find out the undergraduate students of English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University's engagement level of social networking sites, the average percentage of agreement response was compared into student's engagement of social networking sites level table below.

Table 2. Level of Student's Engagement of Social Networking Sites Range

Average Percentage of Agreement Response Range	Student's Engagement of Social Networking Sites Level
0-20	Very Low
21-40	Low
41-60	Medium
61-80	High
81-100	Very High

From the questionnaire data which has been calculated, with 82.4%average agreement responsesgiven by the undergraduate students of English Education Study Program of Teacher Training and Education Faculty of Sriwijaya,which indicated a very high level of engagement on social networking sites.

Afterward, each aspects of social networking sites engagement questionnaire was also analyzed.

Table 2. Purpose of Using Social Networking Sites

A	What are the purposes for using social networking sites?	Disagreement Percentage	Disagreement Responses Mean	Agreement Percentage	Agreement Responses Mean
1.	I use social networking sites for communicating and interacting with friends.	3.8	1.71	96.2	3.60
2.	I use social networking sites for online learning.	5.7	2	94.3	3.31
3.	I use social networking sites for learning and studying English.	4.7	1.8	95.3	3.40
4.	I use social networking sites to learn English native speakers' culture.	12.3	1.77	87.7	3.31
5.	I use social networking sites for learning and studying English fixed expression.	9.4	1.9	90.6	3.24
6.	I use social networking sites for learning and studying English idioms	14.2	1.93	85.8	3.23
7.	I use social networking sites for finding friends online.	15.1	1.88	84.9	3.27
8.	I use social networking sites for leisure and personal socialization.	16.0	2	84.0	3.37
9.	I use social networking sites for professional activities (searching for job).	16.0	1.94	84.0	3.27
10.	I use social networking sites for connecting and interacting with business partners.	21.7	1.87	78.3	3.18
11.	I use social networking sites for private messaging, uploading photos, and online profiles.	12.3	1.92	87.7	3.42
12.	I use social networking sites for updating profile information's.	19.8	1.81	80.2	3.29

Table 2 shows that students' purpose of using social networking sites were mostly for *communicating and interacting with friends* with 96.2% agreement percentage and the least purpose among the twelve purposes were *connecting and interacting with business partners* with 78.3% agreement percentage.

This results of the students' purpose of using social networking

sites are consistent with report by Global Web Index of the top 10 reasons people using social networking sites in Q3-Q4 2014 which revealed 55% of respondents stated that they main reason of using social networking sites was *to stay in touch with friends* (McGrath, 2015).

Table 3. The Benefits of Using Social Networking Sites

B	What are the benefits of using social networking sites?	Disagreement Percentage	Disagrement Responses Mean	Agreemet Percentage	Agreemet Responses Mean
13.	It encourages virtual meeting with friends.	11.3	1.92	88.7	3.23
14.	It helps in studying and learning.	5.7	1.83	94.3	352
15.	It support collaborative and peer to-peer learning.	11.3	1.85	88.7	3.25
16.	It helps in strengthening interpersonal relationships.	16	1.88	84	3.29
17.	It helps in developing an e-portfolio for future employment.	15.1	1.94	84.9	3.17

As shown in Table 3,which describe the benefit of using social networking sites, the highest agreement percentagewas in statement number fourteen,*social networking sites help students in studying and learning* (94.3%). This result is consistent with a research done by Romero-Frias and Montano (2009) which showed that 91% of respondents considered the use of social networking sites could significantly improve the quality of the learning and teaching process at university level.

The lowest agreement percentage was statement number sixteen;*it helps in strengthening interpersonal relationships* (84%).

Table 4. The Negative Sides of Using Social Networking Sites

C	What are the dangers associated with social networking sites?	Disagreement Percentage	Disagrement Responses	Agreemet Percentage	Agreemet Responses Mean
18.	It increases Internet addiction.	10.4	2.00	89.6	3.48
19.	It encourages laziness.	17.9	1.89	82.1	3.39
20.	It encourages child abuse.	32.1	1.82	67.9	3.21
21.	It wastes of time.	38.7	1.66	61.3	3.38

Table 4 shows that *social networking sites increases internet addiction* (89.6% agreement precentage). *Social networking siteswas waste of time* has 61.3% the agreement percentage.

Table 5. The Most Frequent Social Networking Sites Accssed by Students

D	What Social Networking Sites are you using?	Disagreement Percentage	Disagreement Responses Mean	Agreemet Percentage	Agreemet Responses Mean
22.	I am an avid user of Facebook.	34	1.69	66	3.21
23.	I am an avid user of Instagram.	19.8	1.62	80.2	3.38
24.	I am an avid user of Twitter.	57.5	1.70	42.5	3.16
25.	I am an avid user of Youtube.	19.8	1.62	80.2	3.33

Lastly, social networking sites that students mostly accessed were *Youtube* and *Instagram* (80.2% agreement percentage). Meanwhile *Twitter* was the social networking sites that students seldom used (42.5% agreement percentage).

This resultsare in agreement with Alexa Rank of most frequent visited websites in Indonesia, Youtube is ranked third most frequent visited website in Indonesia, meanwhile Instagram is ranked 18 and Twitter is ranked 22 ("Top Sites in Indonesia," 2016).

Result of English Fixed Expressions and Idioms Comprehension Test

This section discusses the undergraduate student's proficiency in English fixed expressions and idioms.

Table 6. Descriptive Statistics of the English Fixed Expressions and Idioms Comprehension Test

N (Student)	N (Item)	Min Score	Max Score	Mean Score	Std. Dev
106	30	17	83	60.47	14.54

Based on the data obtained from English fixed expressions and idioms comprehension test, students' test score ranged from a minimum 17 to a maximum 83 with the mean of 60.47 with a standard deviation of 14.54. The score was also distributed into five description scale. The scales were 'Excellent' (A), 'Good' (B), 'Average' (C), 'Poor' (D), and 'Failed' (D) as can be seen in table 7 below. Passing grade in English Education Study Program of Sriwijaya University was 71.

Table 7. Score Distribution of English Fixed Expressions and Idioms Comprehension Test

Scoring Range	Category	Frequency	Percentage
86-100	Excellent	-	-
71-85	Good	22	20.8%
56-70	Average	54	50.9%
41-55	Poor	18	17.0%
0-40	Failed	12	11.3%
Total		106	100%

Table 7 shows that there were 22 students (20.8%) whose score were >71. There were less than 50% students who did the test passed the passing grade. There were 54 students (50.9%) categorized into average category, 18 students (17.0%) were in poor category and 12 students (11.3%) were in failed category. In addition, 79.2% students got score scored below 71 passing grade score and the student's average score was 60.47. It indicated the undergraduate students of English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University had a low level of proficiency in English fixed expressions and idioms.

Results of Correlation Analysis

To answer the second research problem about the correlation between the undergraduate students of English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University's

engagement in social networking sites and their proficiency in English fixed expression and idiom, the Pearson correlation analysis was used. Table 8 below showed the correlation table of the correlation between the undergraduate students of English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University's engagement in social networking sites and their proficiency in English fixed expression and idiom.

Table 8. Correlation Analysis of Social Networking Sites and English Fixed Expression and Idiom Achievement

Variables		r (Pearson Correlation)	P Sig (2-tailed) $p<0.05$
Social Networking Sites	English Fixed Expression and Idiom Achievement	.328[**]	.001

[**]. Correlation is significant at the 0.01 level (2-tailed).

As shown in the table above, the value of r-obtained Pearson Correlation Coefficient of the undergraduate students of English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University's engagement in social networking sites and their proficiency in English fixed expressions and idioms was 0.328.

To ensure that there was a significant correlation between the two variables, the writer consulted the value of r-table to check the value of r-obtained. If the value of r-obtained is higher than value of r-table and p (probability) is lower than 0.05, it means that there is a significant correlation between the variables. It was found that the r-obtained (0.328) was higher than value of r-table (0.249) and p value (0.001) was lower than 0.05. It showed that there was statistically significant correlation between the two variables. All in all, there was a significant correlation between social networking sites and English fixed expression and idiom comprehension test achievement of undergraduate students of English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University.

Results of Regression Analysis

Single step method (enter) was used to see the contribution of social networking sites engagement to English fixed expressions and idioms comprehension. Table 9 below shows the regression analysis.

Table 9. Regression Analysis of Engagement in Social Networking Sites Contribution to English Fixed Expressions and Idioms

Model	R	R.Square	R Square Change	F	Sig. F Change
1	.328[a]	.108	.108	12.535	.001

a. Predictors: (Constant).Engagement in Social Networking Sites Questionnaire

Single step method (enter) was used to see the contribution. By applying simple regressions, it was found that the contribution given by the students'engagement in social networking sites to their proficiency of English fixed expressions and idioms was 10.8% because R Square (R^2) was 0.108. The F test showed that F value was 12.535 with the significant level of 0.001. Because p (0.001) was lower than 0.05. It can be concluded that there was a significant contribution of social networking sites engagement to English fixed expressions and idioms proficiency.

Based on the findings of this study, some interpretations were drawn. Firstly, the undergraduate students of English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University Palembang Campus has a very high level of engagement in social networking sites with 82.4% average agreement responses from the engagement of social networking sites questionnaire. It is in line with preliminary survey which revealed 77.6% out of 106 undergraduate students were using social networking sites in daily basis.

Secondly, the undergraduate students of English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University Palembang Campus have low level proficiency in English fixed expressions and idioms. This claim was supported by the result of English fixed expressions and idioms test which revealed 79.2% of the undergraduate students had below 71 passing grade score.This low level proficiency result is in line with a study done by Fitriana (2009) which shows more than 65% undergraduate students in English Education Study Program of Teacher Training and

Education Faculty of Sriwijaya University had difficulty in understanding idiomatic meanings.

Thirdly, according to Pearson-product moment analysis to check whether there was any significant correlation between two variables, it was found out that there was a significant correlation betweenthe undergraduate students of English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University's engagement in social networking sites and their proficiency in English fixed expressions and idioms.The result of the correlation coefficient was 0.328,which shown that there was a weak correlation between two variables.

Lastly, based on linear regression analysis whichwas conducted, it was found out that there was statistically significantcontribution of the undergraduate students' engagement in social networking sites to their proficiency in English fixed expressions and idioms. The undergraduate students of English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University's engagement in social networking sites contribute10.8% to theirproficiency in English fixed expressions and idioms. There were bigger factors than students' engagement in social networkingwhich influenced their proficiency in English fixed expressions and idioms.

CONCLUSIONS AND SUGGESTIONS

There were four conclusions explained in this study. First, the writer found out that the undergraduate students of English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University Palembang were in the very high level of engagement in social networking sites. Second, based on the students' English fixed expressions and idioms comprehension test, it was found out that the mean score 60.47was below passing grade of 71and79.2% of the undergraduate students had scores below 71 passing grade score the undergraduate students of English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University. This indicated that the undergraduate students of English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University had a low level of proficiency in English fixed expressions and idioms. Third, the writer had calculated there was a significant and low correlation

between the undergraduate students of English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University's engagement in social networking sites and their proficiency in English fixed expressions and idioms. Lastly, there was10.8% significant contribution of the undergraduate students of English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University's engagement in social networking sites to their proficiency in English fixed expressions and idioms.

From this correlational study, three suggestions were conveyed for the undergraduate students of English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University, lecturers of English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University, and future researchers.First, for the undergraduate students of English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University, based on the very high level of students' engagement in social networking sitesbut low level of proficiency of English fixed expression and idioms, the students need to utilize more of

their engagement in social networking sites to learn and understanding English fixed expression and idioms. A very high level of the undergraduate students of English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University's engagement in social networking sites could be utilized by the lecturer of English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University by integrating social networking sites in teaching and learning process in the classroom or outside it.Lastly, for future researchers, the writer hopes that other researchers will not only conduct a study which relates engagement in social networking sites as the predictor of students' proficiency of English fixed expression and idiomsbut also relates engagement in social networking sites with other English skills . Future researchers are suggested to be more encouraged to add other variables, or comparing the variables between genders. Future researchers are suggested to find different population which has different characteristics with the population in this study.

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