

Social Networking Sites Use and English Achievement

Meily Ivane Esther Neman*¹, Daniel Samuel Warouw²

^{1,2}Fakultas Keguruan dan Ilmu Pendidikan, Universitas Klabat, Manado, Indonesia
e-mail: *meilyneman@unklab.ac.id, ²s21810362@student.unklab.ac.id

Abstract

This study was conducted due to the rise of social networking site use among students. It aimed to find out the correlation between the use of social networking sites and students' achievement in learning English. The participants of this study were 100 students from eleventh-grade science and social studies at SMA Advent Unklab. There were 19 items in a questionnaire about the use of social networking sites adapted from Gupta and Bashir (2018) that were used as the instrument in this study. The use of social networking sites was elaborated on four factors: academic factor, socialization factor, entertainment factor, and informativeness factor. This study also used English final test scores to measure students' English achievement. The data were analyzed using statistical tools, the mean score for descriptive statistics, and Pearson product-moment coefficient correlation to find out the correlation. The result shows that the student's level of using social networking sites was at a high level, and factors, such as academic factor, socialization factor, and entertainment factor were at a high level, but the informativeness factor was at a moderate level. It is also found that the student's level in learning English was high, and last, there is no correlation between the use of social networking sites and students' achievement in learning English.

Keywords—social networking sites, English achievement, English

Abstrak

Penelitian ini dilakukan karena meningkatnya penggunaan situs-situs jejaring sosial oleh para siswa. Penelitian ini bertujuan untuk mencari tahu apakah ada hubungan antara penggunaan situs-situs jejaring sosial dan prestasi siswa dalam pelajaran Bahasa Inggris. Partisipan dari penelitian ini diambil dari 100 siswa kelas sebelas IPA dan Sosial SMA Advent Unklab. Instrumen dari penelitian ini adalah berupa kuesioner tentang penggunaan situs jejaring sosial yang diadaptasi dari Gupta dan Bashir (2018) yang berisi 19 butir. Penggunaan situs-situs jejaring sosial terbagi menjadi empat factor, yaitu, factor akademis, sosialisasi, hiburan, dan informasi. Selain itu, penelitian ini juga menggunakan hasil ujian akhir semester siswa untuk melihat prestasi pelajaran Bahasa Inggris. Data dari penelitian ini dianalisis menggunakan alat statistic, yaitu rerata untuk deskriptif, dan Pearson Product Moment Coefficient Correlation untuk mencari hubungan. Hasil dari penelitian ini menunjukkan bahwa tingkat penggunaan situs-situs jejaring sosial berada pada tingkat tinggi, dan faktor-faktor seperti akademik, sosialisasi, dan hiburan juga berada pada tingkat yang tinggi. Namun, faktor informasi berada pada tingkat moderat. Ditemukan juga bahwa prestasi siswa dalam pelajaran Bahasa Inggris berada pada tingkat yang tinggi, tapi tidak ada hubungan antara penggunaan situs-situs jejaring sosial dan prestasi siswa dalam pelajaran Bahasa Inggris.

Kata kunci—situs jaringan sosial, prestasi belajar Bahasa Inggris, Bahasa Inggris

INTRODUCTION

The fast advancement of technology enables people especially students to use several social networking sites in both social and academic contexts. Social networking sites are seen as effective in academic language learning because their community-centered design supports the transmission of genuine language and meaningful interactions outside of the classroom. Currently, social networking sites are being used to make teaching and learning more engaging and interesting, we are seeing an increase in the use of websites and programs such as Facebook, YouTube, Twitter, and email in the teaching and learning process (Al-Jarrah et al., 2019).

Both teachers and students need to know about students' achievements in learning English. According to Aremu and Sokan (2002) in MeenuDev (2016), the outcome of learning has become a reality that demonstrates the scholar's desire in learning and how they adjust to strive to become a better learner in academic performance, especially in English. It is the individual's responsibility to exert effort to maximize the outcome of the learning process. Meanwhile, Travers (1997) stated that "the result of what an individual has learned from some educational experiences" (p. 447). In addition, to see the student's academic achievement can also be seen from the scores that they got (Allen, 2005).

There are several investigations done by scholars about the use of social networking sites and students' achievement in learning English with different populations and various results. For example, a study from Nigeria, about the impact of social networking site utilization and student academic performance done by Saleh and Kado (2017) found that there was a strong negative correlation between social networking and academic performance. This study, however, was conducted at the university level, and it measured academic performance in general. Besides, there is also a study in the same country done by Ogundijo (2014) about the use of social networking among secondary school students: implications for academic performance. The participants of this study were secondary school students from both private and public schools in Lagos, and it is found that the use of social networking sites significantly influenced the academic performance of students in Lagos state, Nigeria.

In Indonesia, several findings show different results regarding the use of social networking sites and students' achievement. For example, a study that has been done by Ratih (2019) in Yogyakarta found that there is an enhancement in achievement when students use social networking sites. This study was conducted in SMK Negeri 6 Yogyakarta. However, it was to find out the effect of the use of social networking usage towards achievement in general. There are also studies in Kepahiang, Bengkulu which found that the use of social networking sites has a negative effect on students' achievement in Religion subject (Sari,2021).

Based on the discussion above, the researcher was interested to conduct a study about the use of social networking sites and students' English achievement, especially in high school context since the previous studies mostly discussed only higher education or secondary school context. Besides, most of the related studies are discussing achievement in a general context and it is very few studies discussed the use of social networking sites and students' English achievement.

On the other hand, based on the researcher's experience, the use of social networking sites can improve students' English achievement because it makes the communication process between teachers and students more effective, helps the students to find out more English vocabulary, and to help them in speaking and writing in English using social networking sites. Therefore, it is important to conduct a study about the use of social networking sites and students' achievement in learning English.

The purpose of this study was to find out if there is any significant correlation between the use of social networking sites and student achievement in learning English. Besides, this study also aimed to find out the level of students' use of social networking sites

including the level of the four factors of social networking sites, namely, academic factor, socialization factor, entertainment factor, and informativeness factor. It also sought to find out the level of students' achievement in learning English.

Related Studies

Several related studies have been conducted before the current studies. For example, a research was conducted by Aziz, Souroush, and Khatony (2019). The research aimed to investigate the relationship between social networking site addiction and the academic performance of students in Iran. The researcher gave questionnaires to 360 students and the data collected were analyzed using statistical tool SPSS. The results show that the mean of social networking site addiction was higher in male students than in females. Besides, there was a negative and significant relationship between students' addiction to social networking sites and their academic performance.

Another study entitled *The Effect of Using Social Media on the Students' Vocabulary Achievement at Tenth Grade Students of SMA Swasta Persiapan Stabat Academic Year 2017/2018* was conducted by Putri and Indari (2018). The purpose of the study was to find out the effect of social media on students' vocabulary achievement. The participants were 244 tenth-year students of SMA Swasta Persiapan Stabat. The study was experimental, and the result of the t-test showed that there is a significant effect of social media addiction on students' vocabulary achievement.

The next study was conducted by Muftah (2022) about the impact of social media on learning English language during the COVID-19 pandemic. The participants of this study were undergraduate-level English language learners in the College of Languages and Translation at Najran University, KSA. The sample was 166 students divided into 66 male and 100 female students in all bachelor's degrees with the English language major. The researcher used a survey-based questionnaire consisting of 10 multiple-choice questions. It was found that the majority of participants uses social media as a language-learning tool. It was also found that the mostly used social media platform was Whatsapp; and last, it was found that social networking sites have seriously affected students' studies at a ratio of 24.09% whereas 31.93% of the participants believe that social networking sites have slightly affected their performance and their language achievement. On the other side, some learners agreed that social networking sites have no impact on their studies (18.07%).

Another study conducted by Abu-Shanab (2015) entitled, *The Influence of Social Networks on High School Students' Performance*. This study aimed to find out the influence of social networks on student's performance and how they spend their time. This study used a survey that consisted of 18 items to measure students' attitudes and behavior toward Facebook. The respondents were the eleventh-grade students at a public school in the northern part of Jordan. The instrument was adopted from Al-Tarawneh (2014). It is found that the higher the reported time spent on Facebook the higher the levels of students neglecting their duties and admitting the lower academic performance.

RESEARCH METHODS

The research design that the researcher used in this study was quantitative descriptive and correlational. The descriptive was used to find out the levels of students' use of social networking sites and their English achievement. As stated by Kowalczyk (2013), descriptive research design is used to describe people who are involved in the study accurately. The correlational design was to find out the correlation between the students' use of social networking sites and their English academic achievement. As stated by Bhandari (2021) that correlational design is to see the correlation between two variables and the researcher should not stipulate one of them.

Population and Respondents

The population of this study was the 11th-grade students of SMA Unklab. This was specifically done among 100 students from SMA Unklab consisting of 89 students from eleventh science grade and 11 students from eleventh social grade students enrolled in the school year 2021/2022.

Instrument

To measure the students' use of social networking sites, the researcher adapted a questionnaire from Gupta and Basir (2018) which is entitled social networking Usage Questionnaire: Development and Validation in an Indian Higher Education Context. The questionnaire contains 19 statements related to the use of social networking sites. The questionnaire is divided into four parts within one section. The first part is about academic factors that are number 1-7. The second part is socialization factors which are numbers 8-12. The third is entertainment factors which are number 13-16. The fourth is the informativeness factor which is number 17-19. The questionnaire was translated into Bahasa Indonesia by the researcher. The translation of the questionnaire was validated by three English experts.

Data Analysis Technique

In this study, a statistical tool was used to process data. First, the researcher utilized the mean score to answer research questions one to six. The researcher then employed Pearson Product Moment Coefficient Correlation to address research question number seven.

This study employed a five-point Likert Scale to interpret the use of social networking sites and student achievement in English learning. According to Joshi, Chandel, and Pal (2015), the Likert scale is statements that have been compiled to be used for a real or hypothetical study. The interpretation for the use of social networking sites using the five-point of Likert Scale:

4.50 - 5.00	= Very High
3.50 - 4.49	= High
2.50 - 3.49	= Moderate
1.50 - 2.49	= Low
1.00 - 1.49	= Very Low

To interpret the student's final test scores, it used a 100-scale grading system. This is used by SMA Advent Unklab to assess their students' achievement. The scale is as follows:

95 - 100	= Excellent
88 - 94	= Very Good
81 - 87	= Good
75 - 80	= Moderate
<75	= Fail

To find out the significance level, this study used 0.05 as the standard significance level. According to McLeod (2019), if a p-value is higher than 0.05, it is not statistically significant, or, if a p-value is equal or lower than 0.05, it is statistically significant.

RESULTS AND DISCUSSIONS

The Students' Level in Using Social Networking Sites and English Achievement

The mean score of students' level in using social networking sites, table 1 shows that the mean score was 3.73, which belongs to the range of 3.50 - 4.49. It means that the student's level of using social networking sites is high. For academic factors, the mean score was 3.78. For the socialization factor, the mean score was 3.60, for entertainment factors, the mean score was 4.02, and for the informativeness factor, the mean score was 3.42. It can be interpreted that for academic, social, and entertainment factors, the mean scores were categorized as high, which means that the students usually use social networking sites for academic, social, and entertainment. But for the informativeness factor, it fell into the moderate category. This means that the students use social networking sites for finding information but not as usual as they use it for academic, social, and entertainment.

Table 1. The Mean score of students' use of social networking site

	N	Mean	Std. Deviation
Social Networking Sites	100	3.73	.52

The Level of Students' English Academic Achievement

Based on the result of the analysis, the mean score of students' English learning achievement was 80.37. It can be interpreted that students' achievement in learning English is categorized as good based on the grading system of SMA Unklab. This means that the students had a good knowledge of English and that they understood the English lesson.

Table 2. The Mean score of students' achievement in learning English

	N	Mean	Std. Deviation
Students' Final Score	100	80.73	15.61

Correlation between the Use of Social Networking Sites and Students' Achivement in Learning English.

Based on the data analysis, it is found that the $p = .17$ which is larger than $\alpha = .05$. It means that there is no significant correlation between the use of social networking sites and students' achievement in learning English.

Table 3. The Correlation between the Use of Social Networking Sites and Students' Achivement in Learning English

	P-Value	Correlation Coefficient (r)
Social Networking Sites and Students' Achievement	.17	.97

This result is quite similar to the finding of a study done by Basil, et. al. (2020) about the influence of social media on students' academic achievement. It showed that there was no significant influence of using social media on students' academic achievement. On the

other hand, a previous studies conducted by Sharma and Naik (2020) found a different result. It found that social networking sites have a significant negative relationship with the academic achievement of senior secondary school students in Aligarh district.

Based on the findings, the students use social networking sites highly in academic factors, but it has no relationship with their academic achievement in English. In other words, whether the students use social networking sites or not does not have any relationship with their achievement in English.

CONCLUSIONS

Based on the results above, it can be concluded that student use of social networking sites was high, which means the students usually use social networking sites. For the four factors, the student had a high level in each academic factor, the socialization factor, the entertainment factor, and the informativeness factor. On the other side, this study found that the student had good achievements in learning English. In the end, it was found that there is no significant correlation between the use of social networking sites and students' achievement in learning English. In other words, the student had high intentions in using social networking sites with the factors, but it did not correlate with their achievement in learning English.

RECOMMENDATIONS

Related to the findings, this study comes up with a few recommendations. Because there is no correlation between the use of social networking sites and students' academic achievement, it is recommended for further research to study other factors that have a relationship with students' academic achievement in English. Alternatively, they can replicate a similar study that is conducted on different populations with, probably, different findings.

REFERENCES

- Abu-Shanab, E. (2015). The influence of social networks on high school students' performance. *International Journal of Web-Based Learning and Teaching Technologies*, 10(2), 44-52.
- Ahmed, I., & Qazi, T. F. (2011). A look out for academic impacts of social networking sites (SNSs): A student-based perspective. *African Journal of Business Management*, 5(12), 5022-5031.
- Al-Jarrah, T. M., Al-Jarrah, J. M., Talafhah, R. H., & Mansor, N. (2019). The role of social media in development of English language writing skill at school level. *International Journal of Academic Research in Progressive Education and Development*, 8(1), 87-99.
- Allen, J. D. (2005). Grade as valid measures of academic achievement of classroom learning. *The Clearing House*, 78(5), 218-223. DOI: 10.3200/TCHS.78.5.218-223.
- Almarwaey, A. (2017). Using social-networking sites in learning English language and students' self-efficacy. *US-China Education Review A*, 7(5), 246-254.
- Arif, T.Z.A. (2019). The use of social media for English language learning: an exploratory study of EFL University students. *Journal of English language literature and teaching*, 3(2). pp 224-233.
- Aziz, S. M., Soroush, A., Khatony, A. (2019). The relationship between social networking addiction and academic performance in Iranian students of medical sciences: A cross-sectional study. *BMC Psychol.*, 7(1) pp. 1-8.
- Basil, O. C. E., Juliet, A. O., Roseline, A., Catherine, E. U., Florence, O. A., Chidimma, J. O. (2020). Influence of social media on students' academic achievement. *International Journal of Evaluation and Research in Education*. Vol 9. No. 4. Pp. 1000-1009.

- Bhandari, P. (2021). *Correlational Research when & How to Use*.
<https://www.scribbr.com/methodology/correlational-research/B>
- Boyd, D. M., Ellison, N. B., (2008). Social network sites: Definition, history, and scholarship. *Journal of Computer-mediated Communication*, 13(1), 210-230.
- Gupta, S., & Bashir, L. (2018). Social networking sites usage questionnaire: Development and validation in an Indian higher context. *Turkish Online Journal of Distance Education*, 19(4), 214-227.
- Isaac, S., & Michael, W. B. (1981). *Handbook in research and evaluation: For education and the behavioral sciences*. (2nd ed.). San Diego, California: EdITS.
- Joshi, A., Kale, S., Chandel, A., & Pal, D. K. (2015). Likert scale: Explored and explained. *Current Journal of Applied Science and Technology*, 7(4), 396-403.
- Kowalczyk, D. (2013). *Descriptive Research Design: Definition, Examples & Types*.
<https://study.com/academy/lesson/descriptive-research-design-definition-examples-types.html>
- MeenuDev. (2016). Factors affecting the academic achievement: a study of elementary school students of NCR Delhi, India. *Journal of Education and Practice*, 7(4), 70-74.
- Muftah, M. (2022). Impact of social media on learning English language during the COVID-19 pandemic. *PSU Research Review*, Vol. ahead-of-print No. ahead-of-print.
<https://doi.org/10.1108/PRR-10-2021-0060>
- Mushtaq, A. J., & Benraghda, A. (2018). The effects of social media on the undergraduate students' academic performances. *Journal of University of Nebraska - Lincoln*, 1-14.
- Ogundijo, O. (2014). Use of social networking sites among secondary school students: implications for academic performance. *Scientific Research Journal*, 2(5), 17-34.
- Putri, M. M. C., Indari, A. (2018). the effect of using social media on the students' vocabulay achievement at tenth grade students of SMA Swasta Persiapan Stabat academic year 2017/2018. *Jurnal Tarbiyah*, 25(1), 185-201.
- Saleh M.H., Kado. H.S., (2017). Impact of social networking site on students academic performance. *International Journal of Engineering Research and Advanced Technology*. 3(12), 5-15.
- Sharma, S., Naik A. R. (2020). Relationship of the internet and social networking sites with the academic achievement of school students. *UGC Care Journal*, 40 (74), 775-784.
- Sugiyono. (2017). *Metode penelitian kuantitatif, kualitatif, dan R & D*. Bandung : PT Alfabeta, CV.
- Travers, J. F. (1997). *Fundamentals of education psychology*. Scrantom: International Textbook Company. University Press. University News, 8(2), pp. 3-4.