

SENIOR HIGH SCHOOL STUDENTS' PERCEPTIONS OF USING SOCIAL MEDIA IN LEARNING ENGLISH IN POST COVID-19 PANDEMIC

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Abstract: Despite the pandemic, many schools persist in giving priority to the exploitation of technology, especially social media. Social media provides numerous advantages for students, functioning as channels for communication, instruments for participation, and platforms for collaboration. This study investigates the use of social media in English learning by public senior high school students in Cirebon in the post covid-19 pandemic. The objective of this study is to discover the perspectives of senior high school students regarding the social media platforms they utilize for English language learning. Additionally, it seeks to determine the activities undertaken by students on social media for English language learning in the post Covid-19 pandemic. This study employed a descriptive qualitative methodology. The participants consisted of six students from a public senior high school in Cirebon. The researcher used interviews as the data collection. The results of the study revealed TikTok, YouTube, Instagram, Twitter or X, and WhatsApp as social media platforms that are utilized by senior high school students for English language learning. Furthermore, the English learning activities undertaken by senior high school students using social media include watching videos on social media, taking notes, commenting on social media's live broadcasts, practicing English skills, interacting with others, and sharing learning media and materials. By integrating social media into English language instruction, this study offers educators valuable insights for developing engaging learning activities.

Keywords: *EFL learning; learning activities; post-pandemic; social media; social media platform.*

INTRODUCTION

Following the global pandemic outbreak, the Indonesian government responded with some actions. The COVID-19 started in Wuhan, China, specifically on November 19th, 2019. Subsequently, the virus disseminated expeditiously worldwide until March 15th, 2020, prompting the Indonesian Government to enforce a policy mandating social distance within the community. This illness has had a profound impact on various sectors, including the field of education. ABC News (March 7th, 2020) reported that because of the COVID-19 outbreak, some countries have implemented school closures. According to UNESCO, the ongoing COVID-19 pandemic poses a threat to 577 million students worldwide. The closure of schools has an impact on all educational levels, encompassing elementary schools (*Madrasah Ibtidaiyah*), junior high schools (*Madrasah Tsanawiyah*), and high schools (*Madrasah Aliyah*), as well as tertiary institutions

supervised by the Indonesian Ministry of Education and Culture and the Indonesian Ministry of Religion (R. S. Putri et al., 2020). The Government decided to carry out distance online learning to continue the teaching and learning process by following health protocols. This regulation is written on the circular letter MENDIKBUD number 4 in 2020.

Due to the decrease in the number of persons afflicted by the pandemic, the government has implemented the concept of the "new normal" or the post-pandemic period. Even after the pandemic, numerous schools continue to prioritize the utilization of technology. The schools utilize technology in their educational approach. Schools have started the practice of acquainting their students with technology, including social media. Students continue to employ social media in the learning process within the post-pandemic era. In accordance with post-pandemic educational conditions, modifications to educational

regulations and social media work procedures are generated through the combination of literature on government policies and regulations regarding the concept of education in Indonesia and field studies on the functioning of social media (Ahmad, 2022). The application's simple features and user interface facilitate quick learning and do not necessitate a high internet bandwidth. Additionally, a smartphone is enough for using the application. For teachers to design effective learning activities, it is essential for them to comprehend students' perspectives on using technology, particularly social media, in their education.

Social media is a digital platform that allows individuals to retrieve information and supports the sharing of information. Social media is a digital platform that allows individuals to generate and disseminate various forms of content, information, ideas, interests, and expressions among communities using websites, applications, or computer-mediated technology (Ismail, Zaim, & Mukhaiyar, 2019). Additionally, it enables engagement in social networking. Social media plays a significant role in society by facilitating communication and information acquisition, particularly in the realm of education. It is imperative for students who regularly utilize social media for communication with family, peers, and friends to examine the advantages of incorporating this technology into education. Social media offers several benefits for students and teachers, serving as channels for communication, tools for participation, and platforms for collaboration. Social media offers numerous advantages, including educational resources, social interaction, and potential for financial gain (Li, 2017; Putrawangsa & Hasanah, 2018)

Moreover, students utilize social media to enhance their educational experience. Students utilize social media to exchange information, seek out data, and resolve problems. This is because social media platforms offer a range of activities and assignments that enhance students' learning (Abd, Salih, Abd Allah Salih, & Sabah Elsaid, 2018). The use of social media enables students to utilize multiple platforms for their educational purposes. Prior research has examined the use of social media in English language instruction during the COVID-19 epidemic. In a study conducted by Abu-ayfah (2020), the author examined the perspective of university students regarding the use of telegram applications for English language learning (Abu-Ayfah, 2020). Abu-ayfah discovered that the students believed that the use of telegram had a positive impact on

their learning, namely in vocabulary acquisition. In addition, a research carried out by Harun et al. (2022) and Natasa and Solusia (2022) demonstrates that university students have a positive perception of the effectiveness of using YouTube videos for educational purposes (Harun, Pelenhaku, & Olli, Sanerita, 2022; Natasa & Solusia, 2022). Furthermore, Hilman (2019) and Bestari, Faiza, and Mayekti (2020) discovered that students believe that Instagram helps in their writing proficiency through their writing of Instagram captions (Bestari, Faiza, & Mayekti, 2020; Hilman, 2019)

The following research questions are addressed to fulfill the study's objectives: (1) What social media platforms do senior high school students use for learning English in the post Covid-19 pandemic? (2) What activities done by senior high school students to learn English using social media in the post Covid-19 pandemic?

This research is essential as it investigates the impact of social media on English language acquisition, explores students' preferences for social media applications for learning English, and identifies useful English learning activities for students. Furthermore, the findings of this research could assist teachers in making decisions regarding the learning activities that will be most engaging for the students when integrating social media into language teaching.

METHOD

This study used qualitative method and qualitative descriptive as the research design. The researcher utilized a descriptive qualitative approach to acquire accurate, unambiguous, and comprehensive findings (V.A. Lambert, 2012). This study was conducted at a public senior high school in Cirebon. The participants of this research were students at public senior high schools in Cirebon.

The sample size of this study was six participants, consisting of two students from each of the 10th, 11th, and 12th grades. This sample size was sufficient to provide comprehensive insights into the research questions. In this research, the researcher used the interview as the method to collect the data. Moreover, open-ended interview was used in this research researcher to get in-depth information from the participants' responses.

The interview was recorded and later transcribed into written form. The researcher verified the accuracy of the transcription by doing member checking, ensuring that it matched the data provided by the participants. The researcher

employed open, analytical, axial, and selective coding techniques to classify and organize the findings of the interview (Cohen, Manion, & Morrison, 2002).

RESULTS AND DISCUSSION

There are two main findings in this research. The first finding in this study is social media platform used by students to learn English in the post Covid-19 pandemic. The second finding is learning activities carried out by students when learning English using social media in the post Covid-19 pandemic.

Social media platform used by students to learn English

In this section, the researcher focuses on the social media platforms used by the participants to learn English and the reasons why they use the platform. The first findings which is about social media platform are explained below:

TikTok

Due to the engaging and fascinating content on TikTok, students use it as a resource for learning English. Jennie said that she felt more fun using TikTok because she liked to learn using picture and sound. Meanwhile, Lisa admitted, "It is more exciting to learn using social media because the content on TikTok is more interesting, easier to understand, and more expressive" (Participant 3, 2023). This is supporting the prior research that find the content on TikTok is presented in an engaging manner and is concisely explained, while remaining quite understandable. Due to the exciting and concise nature of TikTok content, it enhances the participants' learning experience by making it more interesting (Bahri, Damayanti, Sirait, & Alfariy, 2022).

In addition, TikTok videos have a brief duration. The students preferred to utilize TikTok for their learning due of its simplicity and brevity. Rose stated, "TikTok video is shorter in duration, so it is not dull and simple" (participants 2, 2023). This is also supported by Jay who mentioned, "TikTok is more convenient because the videos on TikTok are shorter, clearer and more concise" (participants 4, 2023). Students had a preference for educational materials that are presented in a comprehensive, concise, clear, and brief manner, with explicit definitions provided for complicated terms (Sunariyati & Miranda, 2020). According to Agustini, Nulhakim, and Hakim (2021), students generally like teaching materials that are short, clear, and accompanied by visuals, as well as being

applicable in the learning process (Hakim, 2021). Thus, it may be asserted that students prefer learning English when the instructional materials are given concisely.

YouTube

YouTube offers a diverse range of videos that students can utilize for English language acquisition. The videos in YouTube exhibit a diverse range. Rose and Jay concurred that YouTube offers a plethora of English resources, including educational videos, podcasts, songs, and movies, which greatly facilitate their English language acquisition. Rose explained that YouTube hosts plenty of podcasts or videos that include educational content (P2.9). In addition, there were also English-language videos, podcasts, short films, and songs that attracted her interest and captivated her attention. Jay explained, "On YouTube, I like to watch English learning videos or movies and regular videos that use English" (Participants 4, 2023).

It can be said that Jay use YouTube to watch English videos because there many English contents provided on YouTube. This align with research indicating student independently learn using YouTube Video (Amini, Kusumaningsih, & Sari, 2021). Students engage in independent study through activities such as listening to English podcasts, English songs, and watching English movies. Students can select their preferred English language learning videos from a wide selection available on YouTube.

Moreover, a user has the ability to replay YouTube videos whenever they want. It facilitates the comprehension of unfamiliar things for the participants. Jay explained, "I feel that the time I use is more effective because if I don't understand, I can repeat the learning video without any time limit" (participant 4, 2023). Similarly, Zoro admitted, "I prefer to use YouTube for studying because the material can be repeated" (Participant 5, 2023). This statement has been supported by research that explained YouTube provides users with the capability to rewind videos. The replay feature also facilitates students in obtaining the necessary materials. This discovery related with research which revealed that students utilize YouTube as a tool to conveniently get the knowledge they require (Tinambunan & Siahaan, 2022).

Furthermore, students demonstrate improved understanding of the content presented in the videos. This is so that the students can review the lesson content that has been taught at any time by watching the videos on the YouTube app. If stu-

dents encounter challenges in comprehending certain words or phrases, they can benefit from the ability to replay movies on YouTube, which aids in their understanding (Atmojo, 2021). YouTube videos can enhance students' comprehension of the learning material by providing the option to replay the video at any time.

Instagram

Students utilize Instagram for its current and trending subjects. Students read English postings on Instagram related to their interests to acquire fresh knowledge. Zoro said, "Instagram is an up-to-date social media" (Participant 5, 2023). This statement was supported by Jennie who admitted, "I use Instagram to learn English because the topics are more up-to-date" (Participant 1, 2023). Jennie elaborated that the English learning account on Instagram introduced the most recent topic in their post. For instance, the English learning account shares vocabulary words that are relevant to the most recent topic. Jennie added, "Usually in the feeds, there are several slides, and the next slide contains an explanation of the word and its use" (Participant 1, 2023). Rose and Luffy shared the same statements as Jennie. It can be concluded that posts on Instagram discuss the topics that are currently viral, so it is interesting to read.

The findings of this study indicate that students utilize Instagram because of the hottest topics that are now trending on the internet. Students read English postings on Instagram according to their preferred topics to acquire new information. This finding aligns with the research which demonstrated that students' reading comprehension is significantly improved by their level of interest in the issue (Ebrahimi & Javanbakht, 2015). In short, the level of interest in a topic directly correlates with the level of understanding of the reading text. Additionally, students pick up vocabulary from Instagram posts that cover topics they are interested in. Topic interest had a substantial impact on incidental vocabulary learning (Lee & Pulido, 2017). Their study demonstrated that learners acquired a much greater amount of new vocabulary when they were more interested in the issue.

Twitter or X

Twitter is selected since its users employ everyday language when composing a tweet. Jennie stated, "Twitter users use daily language rather than formal language" (Participants 1, 2023). Students have the opportunity to acquire new vocabulary since Twitter users frequently utilize slang and abbreviations in English when tweeting. This

provides students with the opportunity to expand their vocabulary. In addition, Jennie added, "I learn new vocabulary by using Twitter" (Participant 1, 2023). Meanwhile, Jay agreed with Jennie. Jay acknowledged that his usage of Twitter has facilitated his acquisition of new vocabulary, including abbreviations and slang in the English language. Jay provided examples of LOL, an abbreviation for laughing out loud, CMIW, an abbreviation for correct me if I'm wrong, lit, which indicates anything fun or impressive, and tea, which refers to gossip. Overall, according to the participants' feedback, employ Twitter or X can enhance their proficiency in vocabulary.

Students get information such as slang words or vocabularies from Twitter or X. This finding is related to research which found out that Twitter accounts visited and followed by students have an impact on the development of their knowledge of English (Bandjar, Warouw, & Marentek, 2018). Students get information, new knowledge, terms, or new sentences in English. In addition, Twitter users utilize slang word in English on a daily basis (Fikri, Ediwarman, & Tisnasari, 2023). It means that the students can get new vocabularies by reading tweet from account they follow.

WhatsApp

Students choose for WhatsApp as a platform for learning English due to its widespread usage and its facilitation of effortless communication and connectivity among users. Rose stated, "WhatsApp is used by almost everyone, so it is comfortable to use" (P2.27). It can be inferred that almost everybody has installed WhatsApp on their mobile devices, making it more convenient for Rose to interact with both her friend and her teacher through the use of WhatsApp. Students can establish connections with both their peers and educators by utilizing the WhatsApp program, as it is widely utilized by the majority of them. Another participant namely Zoro also agreed with Rose. Zoro stated, "Everyone usually has WhatsApp, so I use it too" (Participant 5, 2023). WhatsApp's widespread popularity encouraged Zoro to use it as a tool of facilitating communication with others.

This is supported by research regarding WhatsApp is extensively utilized by users because of its widespread availability and user-friendly interface for communication (Bara & Habiba Salman, 2019). Students are able to engage in communication with both their peers and their teacher regarding school materials or assignments through the use of WhatsApp. This is in line with the research which revealed that the WhatsApp

application is extensively utilized by students and plays a role in their educational activities (Wijaya, 2018). In general, WhatsApp facilitates communication between students and their teacher, enabling them to engage in discussions about their learning. This is possible because to the widespread usage of WhatsApp by individuals and its potential for educational purposes.

Learning activities carried out by students when learning English using social media

In this section, the researcher focuses on the students' learning activity while using social media for learning English. Students can carry out various activities to learn English using social media. Students do this activity to master the material and to improve their skills in English. The interview result revealed that there are six learning activities done by students while learning English using social media. The detail explanation is presented below:

Watching videos on social media

Watching videos on social media enhances students' proficiency in the English language. Rose stated, "I watch videos on TikTok and YouTube such as learning videos or short English films to improve my English skills" (Participant 2, 2023). It means that to increase her English skills, Rose uses social media to learn English by watching videos posted on TikTok and YouTube. This discovery is associated with the research about watching videos on social media platforms can provide students with far more knowledge than relying solely on reading traditional books (Moghavvemi, Sulaiman, Jaafar, & Kasem, 2018). The students view YouTube as a platform that facilitates the solution of their academic issues and provides answers to their questions. They employed it as an additional instrument for acquiring knowledge and hold the belief that educational videos on YouTube boost learning, as visual cues make it more comprehensible. According to those explanations, students can enhance their English knowledge and skills by watching English videos on YouTube.

In addition, students enhance their pronunciation skills by watching videos or films on YouTube that have English subtitles. Jennie said that she watched videos or films with English subtitle on YouTube because it allowed users to add subtitle in English. Jennie added, "The pronunciation and written text in subtitle are different, so I learned the correct pronunciation" (participant 1, 2023). It can be inferred that Jennie

learns pronunciation by watching YouTube videos and reading the subtitle because the written text in subtitles have different pronunciation with the spoken language. This discovery correlates with the research which stated that students can improve their pronunciation, speech delivery, grammar, and listening abilities through the utilization of YouTube videos (Hasan et al., 2018). Moreover, seeing films on social media platforms might enhance the participants' pronunciation and knowledge. English-language films can facilitate students' acquisition of the English language. This is possible because, during the process of watching movies, students may come across unfamiliar vocabulary. Students can also ascertain the meaning from the film's dialogue, idiomatic expressions, and narrative sequences (Br Simamora & Oktaviani, 2020). In conclusion, their English proficiency is improved through watching of English-language videos.

Taking notes

The students learn English by taking notes while watching videos, live broadcast or reading some posts on social media. Rose and Jay indicated that they acquire proficiency in English by diligently writing down information while engaging with video content, live broadcasts, and social media posts. Rose and Jay stated that they usually wrote down important points or relevant materials, such as vocabulary, when utilizing social media for learning purposes. Rose explained, "I watch videos and read some posts on TikTok, YouTube, or Instagram, and then I write notes that I think are important such as vocabularies" (Participant 2, 2023). This indicates that Rose would annotate her notes whenever she discovered something she considered important while exploring social media posts or videos. Jay, share the same experience with Rose, also acknowledged that he typically jotted down the key elements from videos and social media posts.

This related to the research which revealed that students engage in the practice of note-taking during their study sessions (Morehead, Dunlosky, Rawson, Blasiman, & Hollis, 2019). In order to review the information, students take notes while actively participating in the learning process through the use of social media. Students engage in the practice of taking many notes during the process of acquiring knowledge. Moreover, through the activity of note-taking, students can enhance their ability to remember the subject matter by reviewing the essential elements that they have documented from their own perspective.

Taking notes is an activity that demands comprehension as well as the selection of the information that are most important. There is a wealth of information available on social media platforms that students can access and write down important points. Note-taking is advantageous for reviewing lessons, and the activity of taking notes aids students in comprehending the information (Aprilia et al., 2019). In conclusion, by taking notes while utilizing social media for learning, students enhance their comprehension of English language skills.

Commenting on social media's live broadcast

All Students acquire English language skills by responding to questions or quizzes that are posted on social media platforms. Rose and Jay said that they liked joining TikTok live and answered the questions given by the instructor. Meanwhile, Luffy admitted, "I often follow live broadcasts from the @aaron.english account because he often discusses vocabulary, sometimes there is a listening test, we have to guess what he is saying" (participant 6, 2023). It can be said that Luffy answer the questions given by @aaron.english by commenting his answer on the live broadcast.

This discovery is connected to prior which revealed that students experience a significant improvement in their learning after utilizing interactive quizzes (Sundari, Suyatna, & Sesunan, 2015). Furthermore, the students utilized the live broadcast features to enhance their proficiency in the English language by responding to and participating in discussions on the questions presented by the streamer. This discovery is connected to the research which asserted that live streaming is highly advantageous as it allows learners to actively participate in real-time and foster collaborative learning experiences (Arnett, Netzorg, Chaintreau, & Wu, 2019). Live streaming for learning offers the advantage of real-time interaction, allowing students to quickly respond to questions addressed by the streamer. Finally, answering questions or quizzes on social media platforms is advantageous for learners to increase their proficiency in the English language.

Practicing English skills

There are four activities done by students to practice their English skills using social media. The activities are reading social media posts, listening, and imitating pronunciation, posting on social media, doing speaking practice. The detailed explanation is presented below:

Reading social media post

Students utilize social media posts as reading material to get more proficient in English. They read several posts on Twitter and Instagram. Lisa explained, "I like reading posts on auto base that contain knowledge of English such as @englishfess_ and reading comments on those base posts" (participant 3, 2023). Moreover, Jay and Luffy admitted that they liked to read feeds and captions on Instagram. Jay said that "I read captions on Instagram to increase vocabulary knowledge" (participant 4, 2023). Meanwhile, Luffy admitted, "I usually read feeds or captions on Instagram when learning English" (participant 6, 2023). It can be inferred that Jay and Luffy liked to read feeds and captions on Instagram to add new vocabulary and grammar knowledge.

This is in line with the research about language learners can enhance their reading and vocabulary skills by engaging in reading activities on various social media platforms (George, 2018). Social media platforms offer English resources that students can utilize to enhance their English language proficiency. In addition, the participants enhance their vocabulary through the consumption of social media posts. This finding is associated with research which asserted that English feeds and captions on Instagram enhance students' vocabulary (E. Putri, 2022). The students read English captions from several social media accounts on the subject of English in order to enhance their vocabulary. Eventually, the students enhance their English proficiency and vocabulary through reading social media posts.

Listening and Imitating

The students learned pronunciation using social media by listening to the pronunciation on video posted on TikTok and YouTube. After listening to the pronunciation, they would imitate how it is pronounced. Jennie explained, "When I watch Tiktok, I like to listen to the pronunciation and how people speak in English, so I can imitate how they say it" (participant 1, 2023). In addition, Rose agreed with Jennie as she admitted that after listening to videos or podcasts, she learned how to pronounce some words or sentences correctly. The participants enhance their pronunciation skills through the activity of listening and imitating the content of the video on social media.

By imitating and listening to the video on social media, the participants enhance their pronunciation skills. This finding corresponds to the research which found students made significant enhancements in their pronunciation abilities

through the utilization of social media (Cedar & Termjai, 2021). Utilizing social media in their learning process has resulted in improved overall pronunciation, consonant pronunciation, and intonation among the students. Ultimately, social media platforms appear to be helpful in enhancing language skills.

Posting on social media

Students frequently use English to write about their daily activities on Instagram or Twitter. Jennie mentioned that she would write posts about her everyday activities utilizing the vocabulary that she acquired from reading tweets or postings on social media. She believed that her writing skills were enhanced by social media as she frequently participated in practice on this platform. This is in line with research which found that Twitter facilitates students' acquisition of new terminology and provides them with opportunities to enhance their writing and grammar proficiency (Espinoza-Celi & Pintado, 2020).

Meanwhile, Luffy Added, "I often write captions on Instagram. I've learned grammar and vocabulary on Instagram, so I use English to post about my daily activities" (participants 6, 2023). In other words, Luffy strengthens his writing abilities by posting captions on Instagram that are written in English. The students employ social media platforms to enhance their English proficiency by writing daily reports of their activities in the English language. This discovery is connected to the research which stated that students have the capacity to acquire sophisticated vocabulary, unfamiliar expressions, idiomatic phrases, and grammatical structures through engaging with individuals from numerous fields all over the world (Rosell-Aguilar, 2018).

Doing speaking practice

Students using social media to practice their speaking skills. Jennie said, "I made videos on YouTube and TikTok using English for assignments, and it turned out to be fun. Finally, I make videos on TikTok using English sometimes". It indicates that Jennie used the English language to create videos on YouTube and TikTok to improve her speaking abilities. This finding is connected to the research which argued that the engagement of learners in producing video content on YouTube has a good impact on enhancing student learning and satisfaction (Orús et al., 2016). Video projects can serve as an effective method for teachers to enhance speaking activities. The students' speaking skills are improved through

video-based learning exercises as instructional aids, while they engage in self-evaluation of their performances.

Additionally, students utilized different social media platforms to enhance their speaking abilities. As a way of improving their public speaking abilities, they have indicated that they participate in space on Twitter. According to Lisa, "There is a space feature on Twitter that allows for live audio chat with a large number of people during speaking activities. For speaking, there is a space feature on Twitter, live audio chat with many people. I usually join the space and be a speaker talking with friends using English, so it helps me to practice speaking English" (participant 4, 2023). Lisa developed her speaking skill by participating as a speaker in Twitter's space, engaging in conversations with her acquaintances exclusively in the English language.

Furthermore, Jay had a same experience with Lisa. He acknowledged his participation in a Twitter space where individuals from other countries, friends, or auto base accounts engage in discussions on a certain subject. Typically, he would listen to them, but occasionally he would take on the role of a speaker for a brief period if he was knowledgeable about the topic. The feature known as Twitter spaces makes it possible for users to engage in live audio chats on the network. The absence of a face-revealing requirement enabled students to feel at ease when utilizing Twitter spaces for English communication (Sufidiana, Mustofa, & Nashir, 2023). In short, students can enhance their spoken communication skills by creating videos on YouTube or participating in Twitter space.

Interacting with others

The students utilized social media platforms to engage in discussions and exchange information related to their learning. Lisa said, "With social media, I can easily interact and discuss English learning with friends". Social media facilitates her easy interaction with others to engage in English learning discussions. Meanwhile, Jay agreed with Lisa's opinion. He acknowledged utilizing WhatsApp as a way of communication with friends for the purpose of discussing assignments or engaging in casual conversations.

This is supported by the research about students enhance their communication skills by utilizing social media platforms (Lau, 2017). Through the use of social media sites, they are able to share content with their peers as well as with their instructors. Students have the opportunity to

engage in adaptable communication regarding course assignments, since they have the capability to communicate with peers from any place and at any moment. Moreover, it is not difficult to acquire the resources that are required, and everyone can take part in discussions and communicate with the instructor as well as with other students.

Furthermore, students have an opportunity to create a group chat on WhatsApp for the purpose of discussing tasks or educational resources. Rose explained, "When there is a group assignment, I usually create a group on WhatsApp so it is easy to communicate" Lisa agreed with Rose. She mentioned that if there was a group assignment, she would be able to establish a group chat to discuss the material of the assignment. Currently, students are required to participate in collaborative learning as a component of the curriculum. This is supported by research about social media not only improve communication, but also boost the quality of students' learning through collaboration (Siddiqui & Singh, 2016). Students can easily participate in rapid interaction and effective information exchange among themselves. WhatsApp, a form of social media, provides students with the ability to establish a discussion group, facilitating collaborative learning.

Sharing learning media and materials

Social media allows the students to share files with the teachers and friends. Rose explained, "By using WhatsApp, I can share PowerPoint, PDF and school assignments. So, for example, if the teacher gives material in the form of a soft file, the teacher will give it to us by sending it via WhatsApp". It implies that students and teachers could exchange PowerPoint presentations, PDF files, and school assignments. Rose mentioned that in the case of a group task, she would additionally distribute the materials and assignment results to her fellow group members via WhatsApp.

Students utilize social media platforms to distribute materials, including PDFs, PowerPoint presentations, and school assignments, among their peers and instructors. This finding is in line with the research which stated that social media platforms that facilitate free audio and video chats, as well as the sharing of papers, links, and other kinds of information, can greatly enhance academic achievement and student learning (Aduba & Mayowa-Adebara, 2022). One of social media that often students mention to sharing files such as learning media or materials is WhatsApp. WhatsApp offers a functionality that enables users to share files or documents with other members of

a WhatsApp group, who can then proceed to download them (Handayani & Aminatun, 2020). It can be inferred that social media facilitate students in sharing learning resources with their peers and teachers.

CONCLUSION

This study discusses the perceptions of a public senior high school students in Cirebon of using social media in their English learning in the post Covid-19 pandemic. This study has two objectives. The first goal is to identify the social media platforms that senior high school students used for English language learning in the post Covid-19 pandemic, along with the main reasons for their platform selection. The second objective is to find out the English learning activities undertaken by students using social media in the post Covid-19 pandemic. The researcher employed a Qualitative methodology in this study, conducting interviews with six students from a public senior high school in Cirebon. The data in this study were acquired through students' perspectives. The data analysis process involved three distinct steps: transcribing, member verification, and coding.

The researcher classified the findings according to the research questions. The initial research inquiry revealed five discoveries related to the social media platforms utilized by students in senior high school for acquiring the English language in the post Covid-19 pandemic. The findings include TikTok, YouTube, Instagram, Twitter or X, and WhatsApp. In addition, the study identified six learning activities that students undertake when utilizing social media to learn English. The findings include activities such as watching videos on social media, taking notes, commenting on social media's live broadcast, practicing English skills, interacting with others, and sharing files.

This study is important for multiple stakeholders involved in English language education. This study offers valuable information for educators seeking to enhance the effectiveness of English language instruction by integrating social media into their teaching practices. The results of this survey may also indicate that students are selective when it comes to selecting social media platforms for their educational purposes. Furthermore, students can utilize this research to gain knowledge about the platform and the specific actions involved in learning English through social media.

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