

The perceptions of SMK Perempuan Likas students on the impact of social media on language learning

ABSTRACT

The study investigates the perceptions of SMK Perempuan Likas students on the impact of social media on their language learning and the challenges they encounter when using social media as a tool for language learning. This study employed a mixed-methods approach, where 100 Form 4 students were involved in completing the questionnaires and a total of 5 students participated in focus group discussion. The quantitative data were analysed using SPSS to provide descriptive statistics, while the qualitative data were subjected to thematic analysis. Quantitative results indicated majority of students (56%) have a positive perception of the impact of social media on their English language skills, with another 42% acknowledging some beneficial effects, and only 1% reporting a negative impact. Students reported the most enhanced skills through social media as speaking (25%) and reading (20%), followed by pronunciation and communication (15% each), listening and spelling (9% each), and writing (7%). Qualitative findings reveal several challenges, including difficulties understanding abbreviations, pronunciation, and complex phrases. Participants also highlighted negative aspects of social media such as distractions, exposure to inappropriate content, and the potential for bullying. The findings suggest that educators should develop strategies to leverage social media's benefits and mitigate its challenges. Policymakers are encouraged to implement digital literacy programs to help students navigate social media effectively. This balanced approach aims to maximise the positive impacts of social media on language learning while minimising its challenges. The study contributes to the growing body of literature on digital learning tools and provides practical recommendations for educators and policymakers.