

CHAPTER V

CONCLUSION

5.1 Conclusion

Learning can be done whenever and wherever due to development of technology in education and health concern in recent years (COVID-19). Since 2019, formal learning has changed. Students must not to come to school and most countries held online classes through conference applications such as Zoom, Google Meet, and Microsoft Teams. Some teachers might keep the meeting duration as usual class's schedule while the others might keep it shorter for the students to have more time doing their independent learning. It is clear that formal or independent learning has to be done online. The independent learning can be done through various digital sources. Despite not focus on educational matters, social media have also become digital learning sources since the user can socialize around people with same interest. That way, they can subconsciously help the students maintain and develop their English skills. Therefore, this study was conducted to analyze the effects of social media on English Department students' speaking proficiency.

Findings of the study have shown what platform the students frequently used, time spent on the platform, content they prefer, their interaction on the platform, and aspects of speaking proficiency they got from using the platform. The frequently used platforms were YouTube, Instagram, Facebook, and TikTok. The students spent less than an hour to four hours the most on the platform and mainly prefer to see pictures and videos content. Some students were active users (posting, commenting, sharing, reacting) while the others prefer being passive users (only watching). Most students got to know new vocabularies, sentence structure (grammar), ideas of content, pronunciation of words they rarely heard, and practice their speaking (fluency). Moreover, interviews were held with four

(4) students from each frequently used platform to share their experience on the study matter as triangulation of the study. In conclusion of the findings, there are three important points which shows social media is a funactivity as they acquiring subconsciously (Krashen, 1982) while “surfing” the internet, social media made participants engaging in communication where they can connect with people globally (Manning, 2014; Rohani & Hock, 2010), and social media give model as speaking learning source following the fact that they can learn new knowledge and explore beyond time and place. Therefore, it is proven that social media have effects on their speaking proficiency, mainly in pronunciation and new vocabularies, and learners should use any available learning sources and know what they interest in so the learning process will be easy and enjoyable.

5.2 Suggestions

5.2.1 For English Department Students

Based on the finding, it is important for students to know what they are interested in and access any available learning sources to improving areas they lack in while doing things they are interested in. Moreover for English Department students, especially those who are self-conscious to speak in front of other people or of their language proficiency in general, to discover their motivation in learning English and use the motivation to boost their spirit of learning English through every possible access they have. The writer recommended official accounts such TED-Ed, VOK (Voice Of Kalijudan), and English news channels on YouTube as resources of entertainment and media to learn English.

5.2.2 For English Department Lecturers

The writer appreciates the lecturers' efforts for keeping up with the current situation (online learning) and facilitating the students to present their talent via the department's YouTube channel. The writer suggeststhat the lecturers can give the students advice, especially those who are in

speaking class, to have confidence in speaking English so all students can try to control their anxiety of speaking in front of other people.

5.2.3 For Further Researches

The writer only limits this study to social media effects on English Department students' speaking proficiency. The scale of participants was only limited to batch 2019 and 2020 of Widya Mandala Surabaya Catholic University. The writer would like to recommend further research on analyzing the effects of social media in bigger scale and the effects of digital learning media on students' learning motivation.

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