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A perspective of cadets of the Port and Shipping Management Department

Yozar Firdaus Amrullah<sup>1</sup>), Fatimah<sup>2</sup>), Latifa Ika Sari<sup>3</sup>)

1Port and Shipping Management Department, Politeknik Ilmu Pelayaran Semarang

email: yozar@pip-semarang.ac.id

2Deck Department, Politeknik Ilmu Pelayaran Semarang

email: fatimah@pip-semarang.ac.id

3Port and Shipping Management Department, Politeknik Ilmu Pelayaran Semarang

email: latifa.ika@gmail.com

Abstract

Advances in information technology have led to significant changes in the teaching and learning process, enabling traditional face-to-face methods to be replaced or supplemented by online meetings. Social media, designed initially for social interaction and entertainment, has increasingly become a tool for sharing educational content, including language learning. While prior studies have demonstrated the potential <sup>3</sup> of social media for academic purposes, there is a gap in research focusing on maritime cadets' use of social media for learning English. This study examines cadets' perspectives in the Port and Shipping Management department on using social media for English learning. This research employs a descriptive qualitative approach. Data was collected via online surveys. Among the 89 respondents, all were active social media users, and 85 reported using these platforms—primarily Instagram, YouTube, and TikTok—for language learning. The cadets expressed interest in developing speaking, reading, writing, and listening skills. However, the study also identified challenges, including internet connectivity issues and entertainment content distractions. These <sup>4</sup> findings suggest that while social media provides valuable language learning resources, obstacles must be addressed to optimize its effectiveness as an educational tool. English lecturers can combine learning in class by

utilizing <sup>3</sup> content provided by existing social media accounts.

Keywords: Learning English, Perspective, Social Media

## 1. Introduction

Most of the accounts followed by social media users in Indonesia are friends, relatives, or people they know, as many as 53.1%. <sup>6</sup> As the name implies, the primary need for social media is to socialize with other people, especially those they are already familiar with in the real world. The subsequent accounts followed by social media users are related to entertainment, such as musicians as much as 42.8%, then meme and parody accounts as much as 41.4%, and later actor accounts, comedy, and other performers, as much as 34.8%. The following need to use <sup>3</sup> social media is to get information and knowledge. This conclusion is based on the number of influencer and field expert accounts followed by users, which is 32.7% (Kemp, 2024).

With attractive audiovisual displays and interactive functions, social media nowadays cannot only be used for virtual socializing or entertainment. However, they can also be used to share knowledge with followers, including English subjects. Therefore, learners have alternative sources of knowledge other than conventional ones, such as printed books, ebooks, and scientific journals <sup>3</sup> that can be accessed online. Interesting infographics and audiovisuals from social media <sup>22</sup> make it easier to understand and become more eager to study English. <sup>3</sup> It would be wiser if educators could take advantage of this, namely collaborating face-to-face learning, both offline and online, and taking advantage of social media. Whatever the method, the main goal is for students to gain knowledge.

Several studies are related to <sup>4</sup> using social media to learn English. Mukhtar (2015) states that English learners know and understand new vocabulary through social media. Learning new words from social media is more accessible than reading books or other text materials. Social media can improve students' interest in learning English. Many of them

think that **using social media** is exciting. On social media, students read texts and can see still and moving images equipped with sound (audiovisual). In this study, blogs, Twitter, and Facebook were mentioned as social media used by students.

Similar statements came from Al Arif et al. (2020). According to their research, students use social media to study English in their spare time at home and on campus with the lecturer's permission, especially when carrying out group discussion assignments. Various materials **3 from social media** can motivate students to learn and improve their language skills.

**One of the social media** platforms, namely Instagram, according to Hidayat et al. (2022), can be **used as a** medium for learning English. The research revealed some comments from followers of an Instagram account that use words or expressions in English. There are words such as "good idea," "good luck," "love you," and "proud." It makes Instagram a place to express opinions, especially practicing writing skills. Students can learn English through Instagram because they are familiar with the platform.

Meanwhile, to improve reading skills, according to Husna et al. (2022), Facebook is an effective social media for online English learning, especially Extensive Reading. Based on the reviews above, English lecturers need to understand cadets' perspectives regarding **9**

**the use of** social media in learning English. It is crucial to know their view about the existence **1 of social media that** can benefit learners who want to study English so lecturers can determine students' preferences **for social media applications and social media** accounts that they can follow and optimize **the use of social media to** learn English. Research to explore cadets' views on **using social media to** learn English in Indonesia is relatively small. Therefore, the authors conducted this research to provide information about how cadets **use social media to** learn English and the advantages and challenges they face **in using social media to** learn English.

## 2. Theoretical Framework

### 2.1 Social Media

Social media has opened a new way for people to interact and get information or knowledge. Physical presence and in-person meetings are no longer necessary. All of <sup>3</sup> that can be done through virtual space in social media facilitated by the Internet. Humans can still communicate, although, of course, there are limitations. According to Taprial & Kanwar (2012), <sup>16</sup> all web-based applications that enable the creation/exchange of user-generated content and allow interaction between users can be classified as "Social Media." The form can be Social Networking sites (Facebook, <sup>11</sup> Friendster, Google Plus), Blogs, Internet forums, Bookmarking sites, online community sites, and Q & A sites. One social media and another can have the same features and goals but differ (Dabbagh & Kitsantas, 2012). For example, Twitter (or now x) is primarily a micro-blogging platform for creating short messages (Hadiyat, 2017; Mutiara Rumata, 2017). However, this social media can also be used to share pictures and videos and interact with live audio, known as "space." Next is Instagram, primarily a photo and short video-sharing application, which can be equipped with explanatory texts, commonly <sup>3</sup> referred to as captions (Prasetya, 2020; Mahardika & Farida, 2019). Meanwhile, YouTube is a platform that allows users to search for and share audiovisual content (Sutrisno & Rokhman, 2022; Sugiono & Irwansyah, 2019), primarily for a long duration. However, nowadays, it also supports <sup>20</sup> videos that are less than one minute long, called "Shorts." Social media also provides features for interaction, namely in the text format of replies to comments and message box lines, although social media account managers only sometimes respond directly.

## 2.2 Perspective

Everyone has a different way of seeing the world, including seeing opportunities, improving their abilities, learning, and getting information and knowledge. In <sup>15</sup> Kamus Besar Bahasa Indonesia (KBBI, 2023), point of view has another word, namely perspective. A person's perspective can come from internal factors within themselves, such as motivation or preferences. However, perspective can also be influenced by external factors such as life

experiences or environmental influences. According to (Kurtz, 2014) and (Pinker, 2014), perspective is understood as how humans, individually and in groups, understand and interpret life experiences and then realize them as a narrative. Perspective is on the psychological side of humans. <sup>8</sup> Perspective is essential in a person's interpretation of reality and decision-making. It includes making decisions about problems and challenges in life, both now and in the future. According to Taylor and Edwards (2021), perspectives can be beneficial in building and maintaining human relationships, negotiating agreements, predicting the actions of others, and getting results for various goals. Solving problems <sup>5</sup> in language learning is supposed to be one of them. As explained by Bateman (2009) and Davis and Newstrom (2012) (Soetjipto, 2018), the perspective of employees in the learning and growth process by increasing their motivation can improve performance.

<sup>7</sup> In the context of education, particularly English learning, integrating technology through digital literacy enables learners to engage effectively with contemporary challenges, as highlighted by Kurniadi et al. (2024) in their study on digital literacy in the Merdeka Belajar era. This approach underscores technology's role in empowering and transforming learning processes.. Harari defines perspective as a person's <sup>8</sup> way of looking at the challenges in his life at a macro level with technological changes so that it can give birth to critical thinking to face the future (2018). This opinion is supported by Hayles (2021), who states that perspective is the way humans understand the change from analog to digital forms and how this change changes their thinking, including obtaining knowledge. Next, we can see the relation of perspective between people. From research by <sup>23</sup> Battich et al., entitled "Social perspective-taking influences on metacognition" (2025), it can be shown that an individual's perspective can influence other individuals, or what one person chooses can be considered by others to make an action or decision. Therefore, in the present and to face global challenges, it is essential to know the cadets' perspective on learning and how a teacher facilitates them to gain knowledge optimally with the help of technology, which in this study is social media.

## 2.3 Gaps of The Study

This research differs from the previous one, the first being removing blogs from the social media category. Blogs or weblogs have limitations regarding friendship features. While blog users can follow other blog accounts and have comment sections, blogs focus on one-way information delivery with minimal interaction. In addition, blogs are more of a personal publishing platform than a complete social interaction platform like social media. This research also does not consider WhatsApp and Telegram as social media but chat applications. The main feature of chat applications is that they allow users to communicate directly <sup>3</sup> with other users, either privately or in groups. In addition to text messages, users can also send each other audio messages, image messages, and video messages. Unlike social media, data users broadly share information, content, and interactions, not just friends or connected accounts. In addition, users can post and save statuses, photos, videos, or articles <sup>3</sup> that can be viewed by the audience for a longer duration and can be re-accessed later. According to the researcher's investigation, Snapchat was not chosen because PIP Semarang cadets <sup>4</sup> do not use this social media. The next difference is that <sup>1</sup> in this study, not only what social media are the most popular, but also what English skills needs are desired by cadets. It means that the specificity of each social media platform can be adjusted to the skills needed to achieve it. Not just on one skill, for example, writing, extensive reading, or vocabulary development. The next difference is <sup>1</sup> related to the research design, which uses a survey and several in-depth interview questions, as well as the research boundaries with participants, namely the cadets of the port and shipping management program located at PIP Semarang.

## 3. Research Method

The authors chose the qualitative method <sup>4</sup> in this study. Based on Drs. Beni Ahmad Saebani (Saebani, 2008) uses qualitative research methods to examine the natural conditions of an object. It means the object's state is left; the researcher does not manipulate or change anything. In qualitative research, the criterion is to use factual data.

It means that data is something seen or spoken, <sup>1</sup> as well as the conditions and meaning behind it, such as data on people crying. People cry not always because they are sad but because they are happy. It requires deepening and ensuring the correctness of the data with triangulation (combined) techniques in data collection. With this technique, the correctness of data can be achieved by digging from several sources such as documents, archives, and observations, even by conducting interviews <sup>1</sup> with more than one subject with different viewpoints.

The author's qualitative objective is to find cadets' perspectives on using social media to learn English, including why they choose to learn English with social media, what platforms they choose, and the advantages and challenges cadets face when using <sup>3</sup> social media to learn English. Therefore, the data is determined purposively. Spradley (1980) stated that the object of qualitative research is a social situation in which researchers can observe people's activities in certain places in depth.

The participants in this study were the seventh-semester cadets of the Port and Shipping Management (PSM) study program at Politeknik Ilmu Pelayaran Semarang—89 participants from classes A, B, C, D, and E. There were several considerations regarding the selection of the participants. First, cadets of semester 7 have five hours of English lessons a week. <sup>1</sup> Compared to other subjects, English has a more extended time allocation, which causes the cadets to need more effort to complete the course. Second, different from their juniors, cadets of semester 7 at Politeknik Ilmu Pelayaran Semarang are allowed to use mobile phones freely, and based on the <sup>6</sup> We Are Social survey, they are also in the age range of active social media users.

The authors used a questionnaire distributed to the cadets using Google Forms <sup>5</sup> to collect data. The reason for using this application is that not only is it faster to get data, but Google Forms also has features for statistical analysis processes, such as percentages and graphs. The questionnaire consisted of 3 variations of responses. In some parts of the questionnaire, cadets were required to choose one response. In other parts, cadets were allowed to select <sup>4</sup> more than one response. Finally, at the end of the questionnaire,



cadets were asked to share their thoughts by writing their opinions and experiences <sup>1</sup> regarding the use of social media in learning English.

The questionnaire questions were adapted from Safitri et al. (Safitri et al., 2022), Handayani et al. (Handayani et al., 2020), and Al Arif et al. (Al Arif et al., 2020).

The authors provided the Google Form link containing the questionnaire to the chairpersons of each class and asked them to forward it to the class members. The authors monitored the Google form results and informed the chairpersons if <sup>3</sup> the number of responses had yet to reach the target of 90%. The chairpersons then contacted their classmates to remind them about completing the questionnaire. As a result, 89 out of 105 cadets submitted the response.

After obtaining a sufficient number of responses, the authors analyzed the results of the questionnaire. The authors downloaded the questionnaire recaps as an Excel application and analyzed the data. Cadets' responses, which consisted of long sentences <sup>18</sup> obtained from the open-ended questions, were analyzed through the stages of data reduction, data display, and conclusion by Miles et al. (Miles <sup>1</sup> et al., 2019)

#### 4. Findings and Discussion

Research from Mukhtar (2015) explored teachers' views of their learners on using social media to learn English. Therefore, there could be differences in learners' actual views. This study took respondents directly from students to find out their views on <sup>4</sup> using social media.

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##### 4.1 Social Media Users

Of the 89 PIP Semarang cadets who conducted the survey, all or 100 percent declared

themselves **social media users**. Social media must be connected to the increasing ease of internet access. Every day, internet coverage in Indonesia is increasing. The Indonesian government continues to strive to ensure that the Internet can be accessed not only by people in big cities but also in remote areas. This effort **3 is intended to** support economic development, education, and public services. As a public body in education, PIP Semarang provides comprehensive internet **1 access in the** campus area as a facility for students to access information and increase knowledge. The bandwidth the PIP Semarang Informatics Technology Unit sought in 2024 is 950 Mbps. Cadets can access the Internet either with laptops or personal devices, but with limited time to be more organized, from 5 am to 10 pm. There are many positive benefits from the use and facilities **1 of the Internet**. The first is accessing the latest maritime knowledge material **to support learning** from websites obtained from searches and access to ebooks and journals. The next benefit is access to applications for working on assignments such as making presentations, posters, and theses. Cadets can also access social media from this facility for communication, interaction, entertainment, and knowledge.

#### 4.2 Social Media Used

**3 The need for** humans to interact and communicate continues to grow. Conventional interaction certainly requires physical presence, which, of course, sacrifices time, energy, and also costs. The Internet opens up **8 the process of** interaction and communication through various virtual spaces, where users are no longer required to be present in one physical space together, sacrificing time for travel and higher costs—the existence of social media answers this need. From year to year, social media emerged with its distinctive features. Social media such as MiRC, Friendster, and Multiply had their heyday in the early 2000s, but today may only be considered a part of history. Facebook experienced its heyday around 2010, but it is starting to decline because other social media sites, such as TikTok and Instagram, are more attractive to users.

Regarding format, some social media platforms provide long videos, such as YouTube,

and some show short videos, such as TikTok. In contrast, Instagram, which initially only shows photos and images in user posts, the feature is then enriched with short videos that can appear in the user's status and only air within 24 hours. Social media are also primarily used to display short texts like X or Twitter. PIP Semarang is among those who utilize social media to disseminate information and knowledge to the public and students. As a central institution, each work unit in PIP Semarang also has <sup>1</sup> a social media account. The variety is sometimes different. PIP Semarang has the center's Instagram, TikTok, YouTube, and Facebook accounts, and the website is still in use. However, work units within it, <sup>7</sup> such as the Library, Health, or Quality Assurance Unit, only have Instagram social media accounts.

In this research questionnaire, cadets can choose multiple answers regarding the social media they often use. The variety <sup>1</sup> of social media that survey participants can select is commonly used by Indonesians: Facebook, X, Instagram, Tik-Tok and YouTube. The survey results showed that 80 cadets, or 89.9% <sup>6</sup> of the total survey participants, chose Instagram as the most used social media application, followed by YouTube, which was chosen by 49 cadets (55.1%), Tik-Tok used by 33 cadets (37.1%), X used by 27 cadets (30.3%), and FaceBook used by 22 cadets (24.7%).

<sup>3</sup> This research provides novelty from previous research, such as from Al Arif et al. (2020) and Mukhtar (2015), namely the presence of YouTube and TikTok social media options accessed by respondents. In addition, in the current condition, Facebook's ranking is at the very end, in contrast to previous research, which is at number two after Instagram. This choice of social media also complements research from Hidayat et al. (2022), which only focused on Instagram, and from Husna <sup>1</sup> et al. (2022), which only focused on Facebook.

Figure 1. The percentage of Social Media Used by Cadets

#### 4.3 The Purpose of Using Social Media

As the author stated earlier, a social media account owner can utilize it as widely as

possible to display any content or material **as long as** it does not violate **3 the social media** platform's rules. In general, what is not allowed is material that contains elements of violence, pornography, and hate speech and that can cause ethnic, religious, racial, and intergroup conflicts or SARA. Conversely, account owners can also view and interact **7 with other social media** accounts according to their needs. In **this part of the** survey, cadets can choose multiple answers for **the type of social media** they access. The reason is **6 that social media** has multiple benefits that may be a consideration for users who want to access social media. An account **may not be** followed, but on the contrary, it can have thousands or even millions of followers. Likewise, an account can follow as many other accounts that attract its attention, per the principle of freedom in the internet world. From the survey results, **1 it can be seen that** 61 cadets, or 68.5% of the total participants, **use social media to** get information or news, 43 cadets **use social media to** learn or increase knowledge (48.3%), followed by 42 cadets who **use social media to** socialize (47.2%), then 33 cadets **4 who use social media** to get various types of entertainment (37.1%), and 27 cadets **who use social media** for selling and personal branding (30.3%). **3 These results are** relevant to PIP Semarang's goal of providing internet access services to students to increase their information and knowledge. This question session was a novelty **from previous research, in** which respondents explicitly stated that they needed to access **social media to** learn and gain knowledge.

Figure 2. **The Purposes of** Using Social Media

#### 4.4 **The Use of Social Media to** Learn English

The spread of information allows people to recognize and know new things. Learning **is one of the** basic human needs. Users can get various information, knowledge, and skills from social media. With audiovisual displays and clarified text narratives, accessers will find it easier to absorb information and knowledge. Old-fashioned learning patterns with books still exist, but people get new choices with **1 the development of information technology, the Internet, and social media.** It includes learning **5 English. In the** old

pattern, foreign language learners only need the book's text, and to know the pronunciation that matches the native speaker, there is a voice recording to complement it. From voice recordings, learners also learn the correct pronunciation and intonation to express a word with the correct expression. Furthermore, with audiovisual materials, learners can see pictures, animations, body movements, and facial expressions 8 of the characters that appear.

The survey results 1 show that the primary purpose of using social media among cadets is to get information and then to learn/increase knowledge. In line with this, 85 cadets, or 95.5%, also use social media to learn English.

Figure 3. The percentage of Cadets that Use Social Media to Learn English

#### 4.5 English Skills That Want to Be Improved by Learning Through Social Media

In language acquisition, there are four primary communication skills: reading, listening, writing, and speaking. Someone already skilled in their mother tongue 5 is not necessarily skilled in the target language, including English. In addition, there are also supporting skills in language that need to be mastered, namely vocabulary, grammar, and pronunciation. In fulfilling these skills, each learner has a different level of understanding. Someone quickly proficient in reading may still need help with speaking skills. For this reason, each learner has different needs.

Cadets were also allowed to choose multiple answers in this part of the survey. A total of 57 cadets (64%) want 5 to improve their speaking skills, 51 cadets (57.3%) want to improve their reading skills, 49 cadets (55.1%) want to improve their listening skills, 34 cadets (38.2%) want to increase English vocabulary, then 28 cadets want to improve writing and grammar skills (31.5%), and 26 cadets want to improve pronunciation skills (29.2%).

Research from Hidayat 1 et al. (2022), which focused on Instagram, showed the need for

users to express opinions in the comments column by including English. This research shows the opportunity for Instagram to practice one **2 of the language** skills, namely writing. Furthermore, the research from Husna et al. (2022), which focuses on Facebook, shows that teachers can use social media to train learners in language skills, namely extensive reading. Furthermore, the current research further explores the needs of what language skills learners want to master. From this point, teachers can choose the most appropriate social media for their respective needs.

Figure 4. Skills that Want to be Improved by The Cadets

#### 4.6 Duration/Time of Using Social Media to Learn English

At PIP Semarang, the cadets can access the Internet every day from 5 am until 10 pm. Levels 1 and 2 can only use the Internet with tablets or laptops. They can access social media only in class. As for Level 4, namely, 7th and 8th-semester cadets can bring and use mobile phones and laptops and then access social media both in class and dormitory. However, the cadets have dense daily cadet **8** activities, such as sports, worship, marching, and extra-curricular activities, that take up some of their time, thus reducing the opportunity to access the Internet. The cadets are more accessible to access **1 the Internet and social media in** class.

Most cadets (95.5%) who completed the survey used **social media to** learn English on a self-aware basis. Meanwhile, the time or duration of each cadet's **3 use of social media** varies. **1 A total of** 41 cadets, or 47.1%, spent 1 to 3 hours accessing **social media to** learn English in 1 (one) week, 32 cadets, or 36.8%, learned English **through social media for** less than 1 hour, then 12 cadets accessed **social media to** learn English for about 5 to 10 hours, and only two cadets used more than 10 hours.

Figure 5. Duration of Using Social Media to Learn English

#### 4.7 The Reasons Why Students Use Social Media to Learn English

The PIP Semarang campus provides English lessons, especially for sea transportation and port management study programs in semesters 1, 2, 3, and 7. In addition, the Language Unit provides additional English improvement classes, such as TOEFL, Interview 101, and TOEIC Preparation Test. Although many English hours are already provided, there are still opportunities to gain knowledge independently, including the ease of accessing <sup>1</sup> the Internet and social media.

<sup>2</sup> Social media has several advantages that make cadets use the platform to improve their English skills. A total of 47 cadets stated that they found learning English via social media exciting and easy (54%), and 46 cadets considered the ease of access in terms of time and place as the reason they used social media to learn English (52.9%). Those who feel the need to increase their knowledge of English other than what is taught by lecturers are 22 cadets (25.3%), and those who consider it cheaper to learn <sup>4</sup> through social media than to take English courses are 16 cadets (18.4%).

Figure 6. The Advantages <sup>2</sup> of Using Social Media to Learn English

#### 4.8 The Benefits of Using Social Media to Learn English

The author felt the need to deepen the topic related to the reasons for cadets' interest in using social media to learn English. The author asked, "What are the benefits of using Social Media to learn English?" Some cadets answered in two categories: from the point of view of the knowledge or skills needed, and some answered related to access/support of social media infrastructure.

The following are several answers from cadets regarding the benefits of learning English through social media: Most cadets think that social media helps improve English skills, be it listening, reading, writing, or speaking, as well as vocabulary and grammar. It aligns with and complements research from Mukhtar, Al Arif, and Husna. <sup>2</sup> The results of Mukhtar's research state that respondents benefit from increasing vocabulary by learning through social media, while Al Arif's research shows that respondents learn reading, speaking,

listening, and vocabulary. While explicitly examining <sup>9</sup> the use of Facebook to improve the reading skills of cadets. As for Hidayat's research, using Instagram to practice writing has benefits. In particular, some respondents, this time, seek to gain English grammar and fluency skills.

Several cadets found social media easy to use and fun. It <sup>1</sup> is in line with and complements research from Mukhtar and Husna. Mukhtar stated that respondents benefited from the ease of using social media, which was more interesting than reading books and not dull. Respondents from Husna and Al Arif's research also stated that social media for learning English can be accessed from anywhere, is fun, and can even be used independently.

From the statements of many respondents, we can see <sup>1</sup> that social media can be a good alternative as a learning resource; there is novelty in the material and current knowledge, so it is good to complement the material provided by the teacher in class. It is a potential for English teachers to combine teaching materials and <sup>2</sup> the use of social media for their students.

One of the cadets found that social media can help him with his assignments and can help with group work. It aligns <sup>3</sup> with previous research from Al Arif regarding the benefits of Instagram, which includes group work activities.

#### 4.9 <sup>2</sup> The Most Frequently Used Social Media for Learning English

In the discussion in point 4.2, which social media are often accessed is already known. However, knowing precisely what cadets commonly use social media to learn English is also necessary. <sup>24</sup> Each social media platform has its features, so a cadet can choose multiple platforms to learn English. From the survey results, the social media most frequently accessed by Semester 7 PIP Semarang cadets to learn English is Instagram (64.8%), followed by YouTube (39.8%), Tik-Tok (20.5%), then Twitter (9.1%), and finally Facebook (6.8%).



Figure 7. <sup>2</sup> Social Media Platforms Accounts Used by Cadets that are often used to learn English

From the results of written interviews, Instagram user cadets mentioned some accounts they usually accessed to learn English, including Kampunginggris, BBC Learning English, and Aaron's English, and some chose other accounts randomly <sup>5</sup> according to their needs. Meanwhile, English learning YouTube accounts accessed by cadets include Guruku Mr. D, English with Lucy, English Village, and some cadets access content with general topics from native speaker YouTuber Pewdiepie. Meanwhile, for Tik-Tok <sup>7</sup> social media, the English learning accounts accessed by cadets include englishnesia.id, designgris.com, and English Village.

#### 4.10 Challenges and Weaknesses <sup>2</sup> of Using Social Media to Learn English

Even though social media is attractive to cadets who want to learn languages, infrastructure, supporting facilities, and social media content still need improvement. Here are <sup>1</sup> some of the difficulties or challenges mentioned by the cadets:

Table 1. Challenges and Weaknesses of Using Social Media to Learn English

Cadet's Response

Explanation

It requires the cadets to have a good internet connection.

Network availability and good internet signal will be an advantage for users, meaning they can access <sup>2</sup> social media content anywhere and anytime. However, <sup>5</sup> the learning process will be disrupted if the signal is not reached in certain areas or stormy conditions.

In addition to that, the availability of a data plan is also needed. Those with enough money can buy an internet data plan or a monthly subscription. However, spending money to buy a data plan <sup>6</sup> may be the next priority for less fortunate people after food or clothing.

Our concentration can be easily distracted by entertainment content.

As we know, content <sup>1</sup> on social media is not only related to learning or education. The Internet also offers entertainment content. Users who cannot concentrate on education will be distracted and choose to view entertainment content.

It is difficult to ask when need further explanation related to the content.

Even though <sup>2</sup> social media has a comment column feature and a private line, some cadets need to know which channels they can use to communicate with the account managers. They may also need clarification on whether the social media account manager will answer their questions.

Limited interaction with <sup>1</sup> a lack of supervision in learning

Because the only material is graphic or video recordings, viewers cannot directly communicate with the presenters, so they are considered less interactive. In addition, the seriousness of the audience for learning cannot be seen/supervised directly by the presenters.

There is no measurement of the development of the cadets' ability.

It relates to evaluation, assignments, homework, quizzes, or exams; <sup>3</sup> the social media system is still only in one direction: providing knowledge. There has not been any form of evaluation, so the level of understanding of cadets before and after learning English through Social Media cannot be measured. In each social media post, a comment column is provided, which viewers can use to give opinions or provide answers if the post is a question. However, <sup>1</sup> due to its open nature, these answers can be seen by viewers/users of other accounts. Giving answers via private channels (Direct Message/DM) is possible. Still, because <sup>3</sup> the nature of DM is only one channel for all topics, the account owner will need help sorting out which DM is for quizzes and which is for other purposes. An alternative <sup>6</sup> if you want to give assignments or quizzes is to direct viewers/followers to other platforms, such as Google Forms, Quizizz, or others. However, so far from the written interview, cadets said there had yet to be any form of evaluation <sup>3</sup>

from social media accounts that provided English learning.

<sup>2</sup> Social networking can also be subject to online bullying

It can happen when a cadet makes or posts something using English and makes grammar mistakes. It can be a source of embarrassment and even bullying from his friends.

Research from Mukhtar, Husna, Al Arif, and Hidayat did not provide questions about challenges or constraints on using social media in learning English. This research provides an opportunity for respondents to convey obstacles and challenges if social media is used by teachers so that anticipation or even solutions to problems that may exist can be implemented.

#### 4.11 Suggestions from Cadets for Current English Learning Social Media Accounts

Thanks to the attractive content on social media, the cadets are interested in learning English. However, of course, there are still shortcomings. For this reason, the author explores the opinions of cadets regarding suggestions for input on the current English learning social media accounts. 6 Here are some suggestions for the feedback given by cadets:

Table 2. Suggestions from Cadets for Current English Learning Social Media Accounts

##### Cadet's Response

##### Explanation

More often upload the latest material

This opinion shows that cadets eagerly want to learn English. I hope that social media account managers can frequently upload new material.

More education through content can make us interested in further deepening our English skills.

Supporting the previous opinion, cadets hope that the account manager will upload more educational material so they can learn English more.

More interesting content for learning grammar

English grammar 3 has become a scourge for some people, including PIP Semarang cadets, even though they have learned grammar since junior and senior high school.

Therefore, English grammar knowledge is still needed, and cadets want the teaching

method to be more interesting.

Mukhtar, Husna, Al Arif, and Hidayat's research did not allow respondents to provide input on Current English <sup>2</sup> Learning Social Media Accounts. This research can accommodate that input if English teachers want to create social media content that meets learners' needs.

#### 4.12 <sup>1</sup> The Need for Campus Social Media to Also Create English Learning Content

In addition to suggestions to social media account managers who provide English lessons, the cadets agreed that the PIP Semarang campus would also use social media to offer English lessons to them. <sup>6</sup> Here are some inputs from cadets regarding this matter:

Table 3. <sup>1</sup> The Need for Campus Social Media to Also Create English Learning Content  
Cadet's Response

Explanation

In today's development, we must take advantage of technological advances. Maybe we need to learn <sup>2</sup> through social media, but we must also apply it in real life.

Cadets agree that PIP Semarang can take advantage of social media to provide English learning to cadets. The reason is the need to adopt the use of information technology.

However, cadets also want the English material to be applied in the real world or offline.

Maybe it's because it makes it easier for us, and I think most Cadets have <sup>7</sup> social media like IG, TikTok, etc.

Convenience is one factor supporting learning success. With so many cadets who have and are accustomed to using social media, cadets hope that the campus will also provide English learning materials.

Yes, because English is one of the international languages, I think many PIP Semarang cadets are still confused about how to pronounce or converse using English. <sup>2</sup> Using social media to learn English, especially for conversation, helps us to learn English well.

Speaking skills are needed in communication. Since PIP Semarang cadets can work

abroad, speaking English is required for international communication. Cadets hope the campus can provide pronunciation and conversation material <sup>7</sup> on social media.

The PIP Semarang campus and all other higher education <sup>related to the</sup> shipping business and the Port and Shipping Management field already have social media. However, the average <sup>3</sup> social media is only used to disseminate information related to campus activities and programs, not to provide student learning. Each teacher can fulfill these needs, but if you see several course institutions making English teaching materials, the campus should accommodate this need.

## 5. Conclusions

<sup>1</sup> The findings of this study indicate that the cadets perceived <sup>the potential use of social media to</sup> support their learning of English. However, so far, the cadets are still accessing <sup>2</sup> social media to learn general English material, not specifically the profession they will live in in the future. In addition, not many social media accounts discuss the need for or use <sup>5</sup> of English in the shipping business, especially in Port and Shipping Management. English lecturers can combine learning in class by utilizing <sup>3</sup> content provided by existing social media accounts. While cadets mentioned several social media accounts, the media must explicitly provide English learning related to <sup>18</sup> Port and Shipping Management. Because of this, English lecturers need to produce up-to-date teaching materials and take advantage of the use of technology. Production of teaching materials as audiovisuals certainly requires time and special skills. Thus, involving professionals in graphic design and <sup>2</sup> IT can provide excellent support. In addition to that, adequate infrastructure, such as an audiovisual recording studio, is also needed.

On the other hand, lecturers also need to anticipate problems with supporting facilities and infrastructure for cadets accessing <sup>social media to learn English</sup> and minimize negative impacts, such as cadets needing to be more disciplined and even tempted to open other content <sup>on social media</sup>. Furthermore, the authors invite further research <sup>related to the use</sup>

of social media for learning English so cadets can master the international language effectively and efficiently.

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