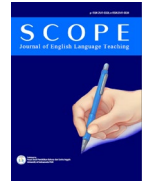




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Research Article

Exploring the Impact of Social Media Use on English Vocabulary Learning among Non-English Major University Students

Agus Wilson¹, Syafi'ul Anam²

^{1,2} Universitas Negeri Surabaya, Jl. Lidah Wetan, Surabaya 60213, Indonesia

KEYWORDS

Sosial media,
 Vocabulary Learning,
 EFL

ABSTRACT

This study aimed to investigate the impact of social media use on vocabulary learning of English as a Foreign Language (EFL) among Indonesian first-semester EFL learners. The researchers used a research design grounded in the Technology Acceptance Model (TAM) and employed a questionnaire to collect data via Google Forms involving 176 participants. The participants of the study ($N=176$) consisted of 103 men (59%) and 73 women (41%). The findings revealed that social media can be an effective tool for vocabulary learning and identified factors within social media platforms that contribute to or hinder the effectiveness of vocabulary learning for EFL students at one private university in Jakarta. This study identified the factors of safety and privacy, ease of access and navigation, quality and relevant content, interactivity and participation, and constructive feedback. A key implication of this study is that integrating social media into language learning curricula can serve as a powerful strategy to improve vocabulary retention and student engagement in a digital age. This approach not only leverages the familiarity and accessibility of social media but also aligns with contemporary educational practices. Future studies could explore several avenues, including the long-term effects of social media engagement on vocabulary retention, the specific features of social media that contribute most to vocabulary learning, the comparative effectiveness of different social media platforms, and investigate the impact of social media on other language skills, such as reading comprehension and writing proficiency, to provide a more comprehensive understanding of its role in language education.

CORRESPONDING AUTHOR(S):

E-mail:

agus.23030@mhs.unesa.ac.id;
 syafiul.anam@unesa.ac.id*

INTRODUCTION

Vocabulary learning is a crucial aspect of English as a foreign language (EFL) teaching and learning. Vocabulary is the key to communication and comprehension, and it affects all four language skills: listening, speaking, reading, and writing (Harmer, 2007; Nan, 2018). However,

many EFL learners face difficulties in acquiring and retaining vocabulary due to various factors, such as lack of exposure, motivation, and strategies (Alharbi, 2021; Ghalebi et al., 2020). In accordance with that, Ulrich and Sèna (2021) stated that teachers have a responsibility to motivate their students, as it could impact vocabulary acquisition in learners' fluency when they have the motivation to do Ulrich and Sèna (2021). Therefore, EFL

teachers need to adopt effective methods, strategies and techniques to facilitate vocabulary learning in their classrooms (Desta, 2019; Siyanova-Chanturia & Webb, 2016). Some of the best practices for vocabulary learning in EFL include context uses, visual aids, technology, spaced repetition, and authentic materials. Learning vocabulary in context is more effective than learning words in isolation. It helps learners understand how words are used and how they relate to other words in a sentence (Siyanova-Chanturia & Webb, 2016). Use visual aids such as pictures, videos, and other visual aids can help learners remember new words more effectively (Bates & Son, 2020; Hsieh, 2020; Huynh Nguyen et al., 2022). Technology use, there are many online tools and apps that can help learners practice vocabulary. These include flashcard apps, vocabulary games, and online quizzes. Kingsley and Grabner-Hagen (2018) discuss how incorporating game elements into vocabulary instruction can motivate and engage students, while Mirzoyeva and Kabdrgalinova (2021) found that using online word games led to greater memorization of new words compared to traditional teaching methods. N. Zainal (2023) highlights the positive perspectives of university students on gamification in vocabulary learning, including creating an interesting learning environment and increasing motivation. Díaz et al. (2022) further support the use of online games in vocabulary learning, noting that it can enhance students' motivation, engagement, and persistence in learning. Spaced repetition is a technique that involves reviewing words at increasing intervals over time. This helps learners retain new words in their long-term memory (Serrano & Huang, 2023; Zubenko et al., 2022). Using authentic materials such as news articles, podcasts, and TV shows can help learners learn vocabulary in context and improve their overall language skills (Ghanbari et al., 2015).

Using social media effectively enhanced vocabulary mastery in EFL students (Khaliq et al., 2021). In recent years, social media has become an increasingly popular tool for language learning, including vocabulary acquisition in English as a Foreign Language (EFL). Social media platforms such as Facebook, Twitter, and Instagram offer a wealth of resources and opportunities for EFL learners to practice and improve their vocabulary skills.

The increasing role of technology in education in EFL contexts has been widely discussed and debated in recent years. Technology can offer many benefits for EFL learners, such as access to authentic materials, opportunities for interaction and collaboration, personalized learning paths, and feedback. However, while social media as a technology can be a valuable resource, it also poses some challenges and limitations, such as technical issues, digital divide, teacher training, and pedagogical integration. Therefore, it is important for EFL

teachers and learners to be aware of the advantages and disadvantages of using technology in education, and to adopt a critical and reflective approach to its implementation. Technology can be a powerful tool for enhancing EFL learning, but it is not a magic solution that can replace the human element of teaching and learning.

Social media is a powerful tool that can be used to enhance language learning in various ways. It can provide learners with authentic and meaningful input, opportunities for interaction and feedback, exposure to diverse cultures and perspectives, and motivation and engagement. Some of the benefits of using social media in language learning are:

1. It can help learners develop their communicative competence by exposing them to different registers, genres, and styles of language use in real-world contexts.
2. It can foster learner autonomy and self-regulation by allowing learners to choose their own content, pace, and goals, and to monitor their own progress and performance.
3. It can facilitate collaborative learning and peer support by enabling learners to share their work, opinions, and experiences with other learners or native speakers, and to receive feedback and guidance.
4. It can enhance intercultural awareness and sensitivity by exposing learners to diverse cultures and values, and by encouraging them to compare and contrast their own culture with others.
5. It can increase motivation and engagement by making language learning more fun, relevant, and personalized, and by providing learners with a sense of achievement and recognition.

Based on the explanation above, is needed to explore the impact of social media on vocabulary learning and the nature of social media engagement and increased vocabulary learning among EFL university learners. Furthermore, the researchers identify and analyze what the key factors in social media platforms that contribute to or hinder the effectiveness of vocabulary learning for EFL students at one private university in Jakarta.

The study will address several research gaps, particularly in the context of social media's role in vocabulary learning for English as a Foreign Language (EFL) learners. Specifically, it aims to fill the gap in understanding the effectiveness of social media as a tool for vocabulary acquisition among Indonesian EFL students, as previous research have not focused on this demographic or context.

Additionally, the study seeks to explore the specific factors within social media platforms that influence vocabulary learning effectiveness, which prior studies have not comprehensively examined. The following research questions guided this study:

Research Questions

This study attempts to seek quantitative evidence about the impact of social media on vocabulary learning in EFL. Specifically, this article addresses the following two questions:

1. How does the use of social media contribute to the enhancement of vocabulary acquisition in English as a Foreign Language (EFL) learners?
2. What are the factors within social media platforms that influence the effectiveness of vocabulary learning for EFL students?

The objectives of the study are:

1. To analyze the contribution of social media to vocabulary acquisition in EFL learners.
2. To Identify and evaluate influential factors within social media platforms for EFL students.

This study could help identify the role of social media in foreign language learning, and provide insights into how social media can be used as a tool to enhance vocabulary learning. The results of this study could be useful for educators and students alike, as it could help them understand the potential and benefits of using social media in language learning.

The Use of Social Media in Learning

Social media refers to online platforms and technologies that enable users to create, share, and exchange content, as well as participate in social networking. The use of social media in learning has been widely explored in various studies. Studies indicate that social media platforms can support learning activities by facilitating information sharing, interaction, and collaboration among students (Martoredjo, 2023; Suci et al., 2022). Social media applications like Facebook, Twitter, and WhatsApp were commonly used for communication, sharing materials, and discussions in education (Sahrom, 2017). These platforms are popular among students and can enrich learning content, expand materials, and provide engaging opportunities for information exchange (Martoredjo, 2023). Collaborative learning through social media correlates with online knowledge sharing, enhancing student engagement and academic performance (Janah et al., 2024).

Integrating social media into online learning can elevate students' critical thinking skills, although careful design of learning activities is crucial for effectiveness (Abd Halim et al., 2024).

In language learning, social media has shown potential for improving writing skills and vocabulary acquisition (Haque, 2023). Catalano (2022) investigated the use of social media in online learning and teaching, focusing on

the interactions between teachers and students. Patmanthara et al. (2019) compared the utilization of social media platforms like YouTube, WhatsApp, Facebook, and Instagram for learning, highlighting the potential of Facebook as an effective e-learning platform.

Moreover, the educational use of social media positively influences students' learning engagement, satisfaction, and academic success, emphasizing the importance of perceived competence, autonomy, and relatedness in fostering effective learning involvement (Alturki & Aldraiweesh, 2024).

However, challenges such as personal data security and dependency issues must be addressed (Martoredjo, 2023). Additionally, cultural factors may influence social media adoption in educational settings, as observed in Kuwait (Alenezi & Brinthaupt, 2022). To maximize the benefits of social media in education, proper planning, management, and strategies are necessary, along with collaboration between teachers and students for effective and responsible use (Martoredjo, 2023; Suci et al., 2022).

Social Media Usage and Vocabulary Learning

A range of studies have explored the impact of social media on vocabulary acquisition in English as a Foreign Language (EFL) contexts. Muftah (2022) investigated the impact of social media on learning English during the COVID-19 pandemic. The findings suggest that Saudi L2 learners find social media platforms effective, particularly in influencing L2 writing, vocabulary learning, and communication skills. The study concludes that social media can be helpful in enhancing English language learning. Z. Zainal and Rahmat (2020), this research paper explores the impact of social media on learning English vocabulary. The study suggests that social media can be an efficient means to promote vocabulary learning among EFL and ESL learners. Song and Xiong (2023), compares the effects of social media and language learning apps on learners' vocabulary performance. The results demonstrate that both approaches are effective in improving vocabulary, with students in all three groups (using social media, language learning apps, or traditional methods) showing significant improvement in post-test scores. Wang et al. (2022) examines the positive impact of social media activities on students' language and social learning experiences in EFL contexts. The results show that social media platforms can be a valuable tool for enhancing students' engagement and language learning outcomes.

These articles collectively demonstrate the diverse ways in which social media platforms contribute to vocabulary acquisition and emphasize the importance of considering the specific features and dynamics of each platform for effective language learning outcomes.

English Vocabulary Learning

Hornby et al. (1987) state that vocabulary is the range of words that are known and used by individuals in a particular trade or profession. It's not enough to simply understand the meaning of words; one must also be able to use them correctly. For instance, a student who knows the definition of the word "businessman" may not understand the function of the word "is" as a verb in a sentence. In English, it is necessary to use "is" to properly structure the sentence, such as in "He is a businessman".

Vocabulary learning is a critical component of language acquisition, essential for effective communication and comprehension (Agazzi, 2022; Useini, 2022). The importance of vocabulary in language learning and communication is highlighted in various research studies. The study collectively highlight various aspects of vocabulary mastery in EFL (English as a Foreign Language) students. It forms the foundation for expressing oneself and understanding written and spoken language (Useini, 2022). Despite its importance, vocabulary teaching is often neglected by language teachers, who assume students will learn words incidentally, it need for systematic vocabulary instruction and the implementation of various learning strategies.

For young learners, vocabulary is particularly crucial, and teachers employ diverse approaches to facilitate learning (Agazzi, 2022). Susanto and Febrianto (2022) identify problems faced by EFL students in vocabulary mastery, including difficulties in the use, meaning, pronunciation, and spelling of English words. The causes of these problems are attributed to multiple meanings of words, differences in students' first language spelling and pronunciation, and the grammar system. In the context of English as a Foreign Language (EFL) in Vietnam, vocabulary plays a vital role in language study, with research highlighting its significance in teaching and testing (Nguyen, 2023). To improve vocabulary learning and teaching, it is essential for teachers to understand the conditions necessary for effective vocabulary acquisition and to expand their teaching techniques. Cawagdan-Cuarto et al. (2023) stress the significance of vocabulary in written production, indicating that a robust vocabulary is essential for creating well-structured written texts.

Recent studies have highlighted the importance of vocabulary learning strategies (VLS) in second language acquisition. Motivation plays a crucial role in predicting VLS use and vocabulary knowledge, with intrinsic motivation having a stronger influence than extrinsic motivation (Lee et al., 2022). Self-regulated learning has been found to impact vocabulary learning strategies and persistence in vocabulary acquisition (Muslim & Mahbub, 2023). Research has identified various VLS categories, including cognitive, metacognitive, and social strategies

(Ng Li Wen & Muhammad Naim, 2023). Tiwari (2023) explores Vocabulary Learning Strategies (VLS) used by students, showcasing the diverse range of strategies employed to learn and retain new words effectively, thus contributing to improved communication and comprehension skills. Additionally, (Al Fraidan & Fakhli, 2024) delve into strategies for enhancing vocabulary skills in university students, underlining the interconnectedness of listening, speaking, reading, comprehension, and writing abilities in language acquisition. A study on Malaysian ESL learners revealed that guessing in context and dictionary strategies were the most preferred VLS, while metacognitive regulation, note-taking, rehearsal, encoding, and activation strategies were less favored (Zaidi et al., 2022).

The effectiveness of VLS can be influenced by factors such as learners' proficiency levels, motivation, and learning contexts. Educators should consider these factors when designing language teaching programs to enhance vocabulary acquisition (Ng Li Wen & Muhammad Naim, 2023; Zaidi et al., 2022). Despite recognizing its importance, some teachers do not view vocabulary as a distinct learning objective, relying heavily on incidental learning through activities like reading and games. The significance of vocabulary extends to various aspects of language study, including teaching, learning, and assessment (Liu et al., 2022; Nguyen, 2023). To improve vocabulary acquisition, it is essential for teachers to understand the conditions necessary for effective vocabulary learning and to employ a variety of instructional techniques.

Social Media Engagement and Vocabulary Learning

To address the first objective, the studies consistently show a positive correlation between social media engagement and vocabulary improvement. Studies e.g. (Nabilla et al., 2022) found a moderate correlation between social media activeness and vocabulary mastery among English department students, while Domingo and Aguillon (2021) highlighted the perceived role of social media in vocabulary development, particularly on platforms like Facebook. (Fauziah et al., 2023; Havlaskova et al., 2023) highlighted the significance of incorporating online social media platforms, such as Instagram and TikTok, in English language teaching to enhance vocabulary acquisition. Furthermore, studies by Abdel-Ghany Al-Sabbagh and Lausiry et al. underscored the effectiveness of multimedia modalities and Instagram, respectively, in improving English vocabulary among non-native speakers and students (Al-Sabbagh, 2023; Lausiry & Akmal, 2023). These studies provide empirical evidence on the correlation between the frequency and type of engagement with social media tools and the enhancement of vocabulary skills among primary ESL learners and EFL students.

Vocabulary learning is a crucial aspect of language acquisition and development. However, not all learners achieve the same level of proficiency in vocabulary knowledge and use. What are the key mechanisms and factors that influence effective vocabulary learning? One of the key mechanisms for vocabulary learning is the amount and quality of exposure to the target words. Uddin (2022) emphasizes the role of vocabulary exposure and the need for effective assessment tools, while (Fengyu, 2023) highlights the impact of learning methods on vocabulary application skills, with contextual learning and technology-assisted methods being particularly effective. Learners need to encounter new words frequently and in various contexts to consolidate their memory and understanding of them. Moreover, learners need to process the words deeply and meaningfully, paying attention to their form, meaning, and usage. This can be facilitated by engaging in tasks that require learners to use the words productively, such as writing or speaking, or to manipulate them cognitively, such as sorting or categorizing.

Another important factor for vocabulary learning is the learner's motivation and attitude towards the target language and words (Hidayat et al., 2022; Pham, 2021). These factors can be influenced by various demotivating factors, which differ between male and female learners. Gender differences in motivation and learning strategies have been observed, with female students generally demonstrating higher motivation towards English language learning (Saaty, 2022). However, male teachers show a stronger belief in independent study for fostering autonomous vocabulary learning (Yen et al., 2023). Grit is identified as the strongest predictor of self-regulated learning strategy use for both genders, while self-efficacy predicts critical thinking and English learning results (Guo et al., 2023). Interestingly, intrinsic motivation and growth mindset have gender-specific effects on learning outcomes (Guo et al., 2023).

In particular, intrinsic motivation has been found to have a stronger influence on the use of vocabulary learning strategies and vocabulary knowledge than extrinsic motivation (Lee et al., 2022). Therefore, it is important for educators to consider these factors when designing language learning programs. Learners who have a positive and intrinsic motivation to learn new words are more likely to invest time and effort in expanding their vocabulary. They are also more likely to use effective strategies to learn and retain new words, such as using dictionaries, flashcards, word lists, or mnemonic devices. Additionally, learners who have a positive attitude towards the target language and culture are more likely to be interested in and curious about the words they encounter, which can enhance their retention and recall.

A third factor that influences vocabulary learning is the type and quality of feedback that learners receive on their word knowledge and use. Feedback can help learners monitor their progress and identify their strengths and weaknesses in vocabulary learning. It can also provide them with corrective information and guidance on how to improve their word knowledge and use. Feedback can come from various sources, such as teachers, peers, self-assessment, or computer programs. However, feedback needs to be timely, specific, and constructive to be effective for vocabulary learning. The type and quality of feedback significantly influence vocabulary learning, as demonstrated by several studies. Jalalzai et al. (2023) found that peer feedback strategies, such as vocabulary games and quizzes, can enhance vocabulary knowledge. Zhang and Graham (2020) highlighted the importance of listening proficiency in vocabulary learning, with the contrastive focus-on-form approach being particularly effective.

This comprehensive review of related literature establishes a solid foundation for the exploration of the impact of social media on vocabulary learning in EFL. Drawing on a range of studies, the chapter sets the stage for the quantitative methods investigation, providing theoretical and empirical insights that will inform the subsequent chapters of this study. The research design and methodology will build upon the gaps and findings identified in this literature review, contributing to the evolving discourse on technology-enhanced language learning.

METHOD

Research Design

This study employed a quantitative approach by (Creswell & Creswell, 2018) to investigate the impact of social media on vocabulary learning in English as a Foreign Language (EFL) among students. The quantitative research design is particularly suitable for this study as it facilitates the collection and analysis of numerical data, enabling the identification of patterns, relationships, and generalizable findings across a larger sample.

To support this approach, the Technology Acceptance Model (TAM), developed by (Davis, 1989), provides a theoretical framework for understanding how users perceive and engage with technology. According to TAM, perceived ease of use and perceived usefulness significantly influence users' acceptance and utilization of technology. In the context of this study, TAM can help elucidate how EFL learners view social media as a tool for vocabulary acquisition. By measuring students' perceptions of social media's effectiveness and ease of use through a structured questionnaire, the study aims to

quantitatively assess the correlation between these perceptions and vocabulary learning outcomes.

To collect data from a large sample of participants and measure the students' perceptions of social media use in vocabulary learning the quantitative research design used is a survey. Therefore, the researchers used a survey design to address the research questions and objectives.

Participants

The participants of the study (N=176), consisted of 103 men (59%) and 73 women (41%) belonging to four different age groups: a. 17 (3%), b. 18-20 (81%), c. 21-23 (13%), and d. 24-26 (3%). The fact that social media users are mostly young people were EFL non-English major students at a private university based in East Jakarta, Indonesia. Around 59% of the participants were male, and 41% were female. The respondents' ages ranged between 17 to 26 years old. Moreover, the participants, all Indonesian, enrolled in the 1st-semester EFL learners, and were not native English speakers. The students participating in the study were asked to fill out questionnaire surveys.

Data Collection and Analysis Procedure

To achieve the objectives of this study, the researchers used a questionnaire with the utilization of Google Forms as the medium for collecting the data. The questionnaire included both partially designed and partially adopted items to gather information from the respondents. The researchers administered a questionnaire containing 10 questions about students' perceptions of social media use in English vocabulary learning. Each student was required to provide their responses to all items, providing valuable insight into their individual social media usage patterns.

The items measured students' perceptions of social media use on a five-point Likert scale, indicating their level of agreement or disagreement with each item. The scale ranges from “*Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5.*”

A test was conducted to assess the reliability of the items. The collected data was analyzed using SPSS. The results indicated that each questionnaire category had an acceptable reliability level. According to George and Mallery (2018), values of $\alpha = .70$ or above are acceptable.

As for answering the second research question, the questionnaires were divided into two factors, each of which contains five different questions. The questionnaire data obtained were analyzed using descriptive statistics (means and standard deviation) and percentages, aided by SPSS.

Table 1 Reliability Statistics

Variables	Number of items	Cronbach's Alpha
Students' Perception of Social Media Usage in English Vocabulary Learning	10	.718
Important Factors in Learning English Vocabulary	5	.789
Important Factors to Consider When Using Social Media in Vocabulary Learning	5	.753
Total	20	.876

RESULTS AND DISCUSSION

Perceived Contribution of Social Media Use to English Vocabulary Acquisition

The online questionnaire was sent using Google Forms and asked students to fill it out. It consists of ten questions to discover students' perception of social media usage in English vocabulary learning. The descriptive analysis statistics are presented below.

Table 2 Descriptive Statistics of Students' Perception of Social Media Usage in English Vocabulary Learning

	Items	M	SD
1.	I am interested in utilizing social media as a tool for education	3.99	0.74
2.	I find social media very helpful in enhancing my vocabulary skills	4.06	0.73
3.	I find it easy to use social media to enhance my vocabulary mastery	3.96	0.70
4.	I find it difficult to use social media to enhance my vocabulary mastery	2.61	0.81
5.	Through social media, I have learned a lot of new vocabulary	4.07	0.81
6.	I had to search for new words on social media to improve my vocabulary	3.90	0.79
7.	Social media will increase students' desire to learn English	3.79	0.77
8.	Learning vocabulary through social media is more enjoyable and less stressful than learning it in a classroom	3.64	0.90
9.	I use social media to enhance my vocabulary mastery	3.70	0.69
10.	I prefer learning vocabulary through social media platforms like Facebook, YouTube, TikTok, Instagram, Twitter, and Telegram	3.82	0.83

Ten items in Table 2 demonstrate students' perception of social media usage in English vocabulary learning. Maximum Score: 4.07 (for “Through social media, I have learned a lot of new vocabulary”). Respondents generally find social media helpful for vocabulary improvement.

They believe it enhances their vocabulary skills and makes learning enjoyable.

Minimum Score: 2.61 (for “I find it difficult to use social media to enhance my vocabulary mastery”). Some respondents struggle with using social media for vocabulary mastery. They may find it challenging or less effective.

Table 3 Likert-Scale Responses on Social Media Usage for Vocabulary Learning

Response Category	Percentage (%)	Number of Respondents (N=176)
1. Strongly Disagree (1)	10%	18
2. Disagree (2)	15%	26
3. Neutral (3)	25%	44
4. Agree (4)	30%	53
5. Strongly Agree (5)	20%	35

Table 3 shows that:

- Strongly Disagree (1):** 10% of respondents (18 individuals) indicated that they strongly disagreed with the effectiveness of social media for vocabulary learning.
- Disagree (2):** 15% (26 individuals) disagreed with the statement.
- Neutral (3):** 25% (44 individuals) were neutral, neither agreeing nor disagreeing.
- Agree (4):** 30% (53 individuals) agreed that social media is effective for vocabulary learning.
- Strongly Agree (5):** 20% (35 individuals) strongly agreed with the effectiveness of social media in this context.

Overall, the survey results highlight the diverse perspectives on using social media as an educational tool for vocabulary enhancement.

The findings of the current study align with previous study, indicating a positive perception of social media for English vocabulary learning (Abbas et al., 2019; Handayani et al., 2021). However, the current study also highlights challenges, such as the need for active searching, which is consistent with the difficulties reported by some students in previous studies (Abbas et al., 2019). The preference for specific social media platforms for vocabulary learning (item 10) is also in line with the findings of Handayani et al. (2020), who identified YouTube as the most commonly used platform. These findings collectively support the Technology Acceptance Model (TAM) in the context of social media, particularly in higher education environments (Al-Qaysi et al., 2020).

The findings support the use of social media as an effective tool for vocabulary learning, but it is important to consider the broader implications. The mixed responses regarding the effectiveness of social media suggest that its impact is not uniform across all learners due to factors such as digital literacy, motivation, and context. Self-reported data could introduce biases. Therefore, educators should integrate social media into their curricula while critically assessing its implementation to ensure it complements traditional teaching methods and meets the needs of diverse learners. By fostering active engagement and providing guidance, educators can enhance the effectiveness of social media in vocabulary acquisition.

Factors Within Social Media Platforms Influencing the Effectiveness of Vocabulary Learning

This stage has two parts. Stage 1, participants were asked questions related to "What are the factors in learning English vocabulary according to you?". Stage 2, the question "What are the Important Factors to Consider when Using Social Media in Vocabulary Learning?". The Figures 1 and 2 presented the results.

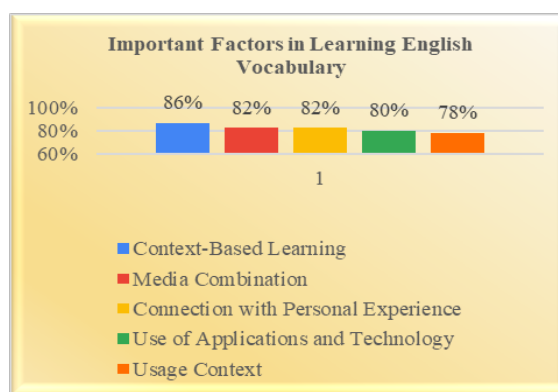


Figure 1. Factors in Learning English Vocabulary

The results in Figure 1 indicate that, according to respondents, context-based learning plays a predominant role in acquiring English vocabulary, with a significant 86% agreement. This underscores the importance of situational relevance and practical application in language acquisition. Additionally, the survey reflects a high emphasis on multimedia approaches, as demonstrated by the 82% agreement for both media combination and connection with personal experience. This suggests that incorporating various forms of media and relating language learning to personal experiences enhances vocabulary retention. The noteworthy 80% agreement on the use of applications and technology underscores the role of digital tools in facilitating language learning. Lastly, the 78% agreement on the importance of usage context highlights the significance of applying learned vocabulary in real-life scenarios for a comprehensive understanding. Overall, these findings emphasize the multifaceted nature of effective English vocabulary acquisition, incorporating

contextual, multimedia, experiential, technological, and practical elements.

The results are consistent with Schmitt (2019), who proposed a research agenda that emphasized the need for understanding how vocabulary knowledge develops from receptive to productive mastery, how extramural language exposure can facilitate vocabulary acquisition, and how to measure fluency as part of vocabulary competence. Zeng et al. (2022) found that cognateness, polysemy, and frequency were the largest contributors to vocabulary acquisition among Chinese EFL learners, suggesting that these factors should be taken into account in vocabulary instruction and assessment. Similarly, Ulrich and Sèna (2021) reported that extensive reading had a positive effect on vocabulary acquisition, especially on form recognition and meaning recognition, among Saudi EFL learners. These studies support this finding that context-based learning, media combination, connection with personal experience, usage context, and applications and technology are essential components of effective English vocabulary acquisition. However, the results also indicate some areas that need further investigation, such as the role of word length and lexicalization, the optimal balance between multimedia and traditional approaches, and the transferability of vocabulary knowledge across different domains and genres. Therefore, this study contributes to the existing literature by providing a comprehensive and multifaceted perspective on English vocabulary acquisition and its implications for EFL teaching and learning.

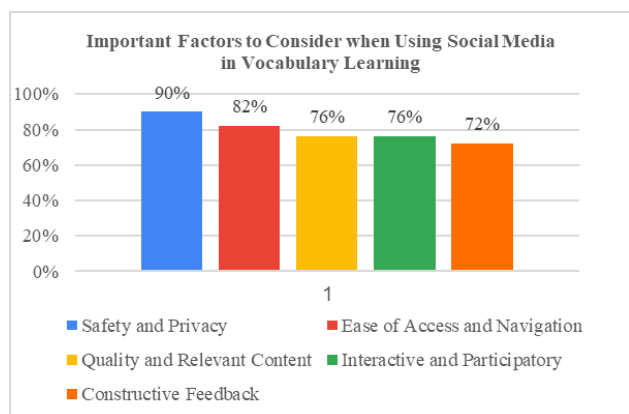


Figure 2. Important Factors to Consider when Using Social Media in Vocabulary Learning

As shown in Figure 2, the survey results underscore the paramount importance of safety and privacy considerations in the context of utilizing social media for vocabulary learning, with a strikingly high agreement rate of 90%. This suggests that users prioritize a secure and private learning environment when engaging with social media platforms for language acquisition. Furthermore, the substantial agreement percentages for ease of access and

navigation at 82%, and quality and relevant content at 76%, indicate that user-friendly interfaces and the presence of high-quality, pertinent materials significantly contribute to the effectiveness of social media as a vocabulary learning tool. The data also highlights the value placed on interactive and participatory features, as evidenced by the 76% agreement in this category, suggesting that learners appreciate platforms that foster engagement and active participation. Lastly, the 72% agreement on the importance of constructive feedback suggests that users find value in receiving helpful assessments and guidance within the social media learning environment. Overall, these findings illuminate the multifaceted considerations that learners prioritize when incorporating social media into their vocabulary acquisition strategies, emphasizing the crucial roles of safety, accessibility, content quality, interactivity, and constructive feedback.

The findings study underscores the significance of safety, privacy, ease of access, content quality, interactivity, and constructive feedback in the use of social media for vocabulary learning (Hou et al., 2020). These findings align with the literature, which highlights the effectiveness of social media in improving learner engagement, motivation, and vocabulary development (Alharthi et al., 2020).

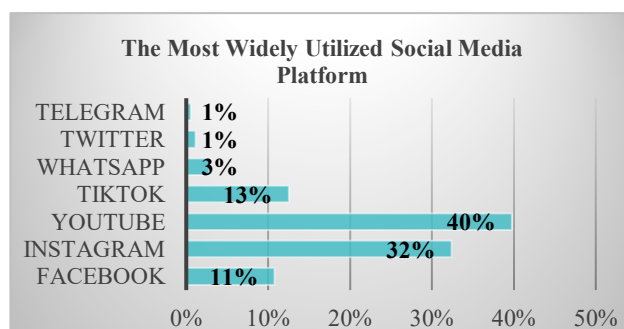


Figure 3. The most widely utilized social media platform

As illustrated in Figure 3, YouTube emerged as the most widely utilized social media platform at 40%. This suggests a prevalent inclination towards visual and auditory learning modalities, as YouTube typically offers diverse content formats, including educational videos and tutorials. However, the lower percentages for Twitter (1%), and Telegram (1%) suggest that these messaging and microblogging platforms are less favored for vocabulary acquisition purposes. As a variability, the data shows varying preferences among respondents, with some platforms being significantly more popular than others.

The findings are in line with previous studies, indicating a strong preference for YouTube in language learning (Abbas et al., 2019; Handayani et al., 2020; Heriyanto, 2018). This is likely due to the platform's diverse content formats, including educational videos and tutorials, which cater to visual and auditory learning modalities. The lower

utilization rates for WhatsApp, Twitter, and Telegram are consistent with the limited use of these platforms for language learning (Handayani et al., 2020).

The findings emphasize the diverse aspects of effective vocabulary acquisition and the important factors that impact the utilization of social media for this objective. The emphasis on **context-based learning** and **multimedia approaches** underscores the importance of situational relevance and diverse content formats in enhancing vocabulary retention. This aligns with contemporary educational practices that advocate for immersive and interactive learning experiences. However, while the high agreement on the importance of safety and privacy is commendable, it also raises concerns about the potential risks associated with social media use in educational settings. Ensuring a secure and private learning environment is crucial, but it may also limit the openness and collaborative nature that makes social media a valuable tool for language learning. Balancing these aspects requires careful consideration and strategic implementation to maximize the benefits while mitigating the risks.

CONCLUSION

In conclusion, the study aimed to investigate the impact of social media on vocabulary learning in English as a Foreign Language (EFL) among Indonesian first-semester EFL learners. It used a quantitative approach and employed a questionnaire to collect data via Google Forms involving 176 participants, the majority of whom were male. They were requested to complete a survey questionnaire. The findings revealed that social media can be an effective tool for vocabulary learning in EFL and identified factors within social media platforms that influence the effectiveness of vocabulary learning for EFL students. The study provides valuable insights into the students' individual social media usage patterns and their perceptions of social media's contribution to English vocabulary acquisition. The study's results also have important implications for educators and students, shedding light on the potential benefits of using social media in language learning.

Moreover, researchers admit that this study has several limitations, including a sample size that may not be representative of the entire population of Indonesian EFL learners, the use of self-reported data that may not capture the nuances and complexities of social media usage and vocabulary learning, the lack of control variables that could influence the relationship between social media use and vocabulary learning, and the short-term nature of the study that may not have allowed for a comprehensive understanding of the long-term impact of social media on vocabulary learning in EFL. This opens up avenues for

future research to delve deeper into the specific mechanisms through which social media contributes to vocabulary acquisition and the development of tailored strategies for its effective integration into language learning programs. Therefore, future research in this area could focus on longitudinal studies to assess the sustained impact of social media integration on vocabulary acquisition and the development of comprehensive frameworks for the effective and responsible use of social media in language learning contexts.

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