

**THE USE OF SOCIAL MEDIA AS AN ENGLISH LEARNING
RESOURCE FOR THE STUDENTS OF ISLAMIC
UNIVERSITY OF KADIRI KEDIRI**



SKRIPSI

Adry Nurdina Fajriah

18020230037

**Submitted to the Teacher Training and Education Faculty of
Kadiri Islamic University to Fulfill One of the Requirements
for Obtaining Undergraduate Degree in English Education
Department**

**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
KADIRI ISLAMIC UNIVERSITY
KEDIRI
2024**

**THE USE OF SOCIAL MEDIA AS AN ENGLISH LEARNING
RESOURCE FOR THE STUDENTS OF ISLAMIC
UNIVERSITY OF KADIRI KEDIRI**

SKRIPSI

Presented to

Islamic University of Kediri

In partial fulfillment of the requirements
for the degree of Sarjana in English Education

By:

Adry Nurdina Fajriah

NPM. 18020230037

**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
KADIRI ISLAMIC UNIVERSITY
KEDIRI
2024**

DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

Herewith, I :

Name : Adry Nurdina Fajriah

NPM : 18020230037

Department : English Education Department Faculty of
Teacher Training and Education Islamic
University of Kadiri.

Address : Dsn. Gading, RT.004, RW.005,
Ds. Gadingmangu, Kec. Perak,
Kab. Jombang, Jawa Timur.

Declare that:

- 1) This *skripsi* is sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
- 2) If at a later time it is found that this *skripsi* is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Kediri, 24 April 2024

(Adry Nurdina Fajriah)
NPM. 18020230037

APPROVAL SHEET

This is to certify that the *Skripsi* of:

Name : Adry Nurdina Fajriah

NPM : 18020230037

Skripsi Entitled : THE USE OF SOCIAL MEDIA AS AN
ENGLISH LEARNING RESOURCE FOR
THE STUDENTS OF ISLAMIC
UNIVERSITY OF KADIRI KEDIRI

The text of this *Skripsi* has been approved to be defend before the
Skripsi Examining Team of the Teacher Training and Education
Faculty of Kadiri
Islamic University Kediri

Kediri, 26 March 2024

Supervisor I,

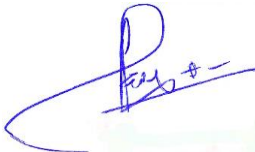


Irwan Sulistyanto, M.Pd.

NIDN. 0718039101

Kediri, 26 March 2024

Supervisor II,



Dr. Wawan Herry S., M.Pd

NIDN. 0705128201

VALIDATION SHEET

This is to certify that the *Skripsi* of:

Name : Adry Nurdina Fajriah
NPM : 18020230037
Skripsi Entitled : THE USE OF SOCIAL MEDIA AS AN ENGLISH
LEARNING RESOURCE FOR THE STUDENTS OF
ISLAMIC UNIVERSITY OF KADIRI KEDIRI

The text of this *Skripsi* has been defended and approved by the *Skripsi* Examining Team of the Teacher Training and Education Faculty of Kadiri Islamic University as the requirement for the Degree of *Sarjana* in English Language Education.

Kediri, 25 April 2024

Main Examiner.


Wiljan Isna Asyhar, S.Pd.I, M.Pd.
NIDN. 0708108906

Examiner I,


Irwan Sulstvanto, M.Pd.
NIDN. 071803910

Examiner II,


Dr. Wawan Herry S., M.Pd.
NIDN. 0705128201

Acknowledged by

Kadiri Islamic University
The Dean of Teacher Training and Education Faculty,



Sri Wulandari, M.Pd.
NIDN. 0716028104

MOTTO

“Alhamdulillah.”

“Be thankful for everything that happens in your life; it’s all an experience.”

DEDICATION

This *skripsi* is dedicated to:

1. To my God, "Allah SWT," thank you for everything you have given in my life.
2. To my beloved self, thanks for being strong, staying patient, staying enthusiastic, and believing that working hard will bring good results.
3. To my beloved mother, Mrs. Sahriani Harahap, and my beloved sisters, Miss Fina Maulidyah Soraya and Miss Siti Sarah, thank you for everything: loving me, praying, supporting me, and providing finance for me. So, I cannot say anything more than that I love you all so much.
4. To my father, Mr. Buchary Tajuddin Chalid, thanks for his support and prayers.
5. To my big family, my beloved grandparents, my beloved nieces and nephews, my beloved aunts, my beloved uncles, and all of my beloved cousins, thank you for supporting and praying me.
6. To my guardian lecturer, Mrs. Sri Wulandari, M.Pd., thank you for guiding, helping, and supporting me while I was studying at English education study program, teacher training, and education faculty at Kadiri Islamic University Kediri.
7. To my supervisors, Mr. Irwan Sulistyanto, M.Pd., and Mr. Dr. Wawan Herry S.,M.Pd., thank you for guiding and helping me to do my thesis.
8. To all my friends and all my lecturers at English education faculty at Kadiri Islamic University Kediri, thank you for helping and supporting me during lecturers.

ABSTRACT

Fajriah, Adry Nurdina. **THE USE OF SOCIAL MEDIA AS AN ENGLISH LEARNING RESOURCE FOR THE STUDENTS OF ISLAMIC UNIVERSITY OF KADIRI KEDIRI.** Skripsi, English Education Department Faculty of Teacher Training and Education Islamic University of Kadiri. April 2024.

The purpose of this research was to describe the kinds of social media that are mostly used and how students use social media as English learning resources. This research was conducted using the quantitative descriptive method with the data collection technique of a survey and simple random sampling technique. The researcher chose the research subjects for all semesters in class A, Faculty of English Education, students of the Islamic University of Kadiri Kediri. From the existing population, a sample of 99 students was taken. The research instrument used a questionnaire in the form of a Google Form, which was distributed to all semesters of class A via a WhatsApp group, and then the data was analyzed using Excel and SPSS 25.

The novelty of this research lies in the research design and the research setting taken, and this research focuses on describing five social media platforms, namely Facebook, Instagram, YouTube, TikTok, and Twitter, and the use of social media as an English learning resource. The result showed that the majority of study participants utilized YouTube as a learning tool to advance their English skills. Based on statistical calculations, it was found that YouTube was the social media platform that English Education faculty students in class A used the most frequently as a resource for learning English, with 91.9% of students admitting

to utilizing the platform to get better at listening. Next, according to 81.8% of students, they utilized YouTube to hone their speaking abilities. Additionally, 79.8% of students claimed to have used YouTube to advance their reading comprehension, and 77.8% claimed to have used it to advance their English writing abilities. The majority of students (37.97%) in the English Education faculty chose watching English videos as a resource for learning the language. Then, 32.49% of students said that an effective way to study English was to follow an English learning account. Furthermore, 29.54% of students claimed that speaking with native speakers in person was a useful way to learn English.

Based on the result above, it can be concluded that social media YouTube can be a useful and effective tool for students to learn English. So that social media can be recommended as a learning resource to support English learning.

Keywords: English Learning Resource, Social Media

ACKNOWLEDGEMENT

Bismillahirrohmanirohim

Alhamdulillah, I praise Allah S.W.T. The almighty and magnificent Having given mercies and blessings, this *skripsi* can be finished. Peace and solutation will always be given to Muhammad S.A.W., who has been guiding us in the right direction.

Proudly, I acknowledge my best gratitude to my supervisors, **Mr. Irwan Sulistyanto, M.Pd. and Mr. Dr. Wawan Herry S., M.Pd**, who have helped me complete this *skripsi*. I also express my deepest thanks to my beloved family, who have supported me.

My gratitude goes to all the lecturers who have taught and guided me patiently and to the people who are willing to read this *skripsi* for their research. Hopefully, this *skripsi* can be useful for everyone.

Finally, I realize that this *skripsi* is far from perfect. Therefore, I am going to accept any corrections and constructive suggestions happily.

Kediri, 19 March 2024

The Researcher

TABLE OF CONTENTS

COVER.....	ii
DECLARATION OF AUTHORSHIP	iii
APPROVAL SHEET	iv
VALIDATION SHEET	v
MOTTO.....	vi
DEDICATION	vii
ABSTRACT	viii
ACKNOWLEDGEMENT.....	x
TABLE OF CONTENTS	xi
LIST OF TABLES	xiv
LIST OF FIGURES	xv
LIST OF APPENDICES	xvi
CHAPTER I	1
INTRODUCTION.....	1
1.1 Research Background.....	1
1.2 Identification of Problem	4
1.3 Scope and Limitation	4
1.4 Research Questions	5
1.5 Research Objectives.....	5
1.6 Research Significance	5
1.7 Definition of Key Terms.....	7

CHAPTER II	8
REVIEW OF RELATED LITERATURE AND FRAMEWORK OF THINKING	8
2.1 Review of Related Literature	8
2.2 Framework of Thinking.....	23
CHAPTER III	25
RESEARCH METHOD	25
3.1 Research Design.....	25
3.2 Research Setting.....	25
3.3 Population and Sample.....	26
3.4 Research Instrument.....	28
3.5 Data Collection Technique	29
3.6 Research Instrument Validation Technique.....	30
3.7 Data Analysis Technique	32
3.8 Research Procedure	33
CHAPTER IV	35
RESEARCH FINDING AND DISCUSSION	35
4.1 Description of Research	35
4.2 Discussion	43

CHAPTER V	47
CONCLUSION, IMPLICATION AND SUGGESTION	47
5.1 Conclusions	47
5.2 Implications	47
5.3 Suggestions	48
BIBLIOGRAPHY	49
APPENDICES	55

LIST OF TABLES

Table 2.1 The Recapitulation of Previous Research.....	21
Table 3.1 Research Schedule	26
Table 3.2 Total of Population.....	27
Table 3.3 Instrument Grids	28
Table 3.4 Likert Scale	30
Table 3.5 The Result of Validity Test of Social Media	31
Table 3.6 The Result of Reliability Test of Social Media Use.....	32
Table 4.1 The Result of Descriptive Statistics on the Average Use of Social Media as English Learning Resource.....	36
Table 4.2 The Result of Descriptive Statistics Social Media Mostly Used by students	37

LIST OF FIGURES

Figure 2.1 Framework of Thinking	24
Figure 4.1 The Result of Descriptive Statistics on The Kinds of Social Media That are Mostly Used as English Learning Resources For The Students	38
Figure 4.2 The Result of Descriptive Statistics on The Use of Social Media as English Learning Resources for The Students.....	41
Figure 4.3 The Result of Descriptive Statistics on Social Media as an English Learning Resource for The Students	42

LIST OF APPENDICES

Appendix 1 Instrument Grids	55
Appendix 2 Expert Validators of The Instrument	60
Appendix 3 Validity And Reliability Try Out Test	64
Appendix 4 Data Tally	66
Appendix 5 The Result of Descriptive Statistic.....	89
Appendix 6 Documentation	93

CHAPTER I INTRODUCTION

This chapter will present about (1) research background, (2) identification of problem, (3) scope and limitation, (4) research questions, (5) research objectives, (6) research significance, and (7) definition of key terms.

1.1 Research Background

Education is a very important aspect of the development of a country. In the era of globalization and increasingly developing technology, this requires the world of education to continue to innovate, adapt, and open up opportunities to improve the quality and effectiveness of the learning process. According to Murtado et al.'s (2023) research, a strong foundation for a country's economic, social, and cultural development is able to be developed with excellent education. According to Kabilan et al. (2023), implementing technology into education may enhance student learning objectives while giving them more engaging and exciting experiences.

Around the world, technology has revealed one example of the amazing advancements in technology, which is a smartphone. Nowadays, everyone can no longer resist the lure of the smartphone, as it has become one of the most needed technological devices in daily life, and that's almost always in hand.

With smartphones, people can get information from the other half of the world quickly. In addition, Yunus (2018) says that technology influences the development of pedagogy because it allows teachers to think twice about what they are doing. In addition, educational applications and easy internet access make it easier for students to get information and learn from anywhere. Based on Hegarty and Thompson's (2019) research, using

educational apps on smartphones increased student engagement and improved their understanding of the subject matter.

Smartphones are not only used as a communication tool but also as an effective resource for learning. Learning resources via smartphones are learning resources that utilize technology as a means to convey learning material because smartphones have great potential to become effective learning resources. This is supported by the research of Talakua and Elly (2020), who explain that the students who used smartphones as a learning resource had better learning abilities compared to those who did not use smartphones.

The benefit of technology in the education field is an important issue that can be applied to support educational programs. As supported by Atmoko (2018), who says that the growth of technology provides education with a useful learning environment.

Basically, the source of learning is the foundation of knowledge in learning. In this digital age, learning resources are abundant and easy to find. According to Kemendikbud (2023), in the 21st century, one of the most significant sources of knowledge and education is internet technology. This offers a wealth of resources for education. This provides opportunities to get a lot of information using multiple learning resources, one of which is social media.

Social media is a form of technological progress where the use of social media as a learning resource is becoming an increasingly interesting topic in the world of education. In higher education, students are now increasingly relying on social media to get information and interact with fellow students and lecturers. Students who use social media as a learning tool will find it easier because they can learn anywhere (Ayuningtyas, 2018).

It is also a set of tools that allow people to engage in relationships or communicate online. People of all ages, from younger students to senior citizens, utilize social media more than any other technology. According to a study by We Are Social (as cited in DataReportal, 2023), social media use in Indonesia in January 2023 reached 167 million people, equivalent to 60.4% of the total population of Indonesia.

Instantaneous information access is one advantage of social media usage. The students can easily improve their skills and knowledge by using a variety of social media platforms. It has also had drawbacks, such as the propensity to allocate less time to learning by spending excessive amounts of time on non-academic activities such as browsing, scrolling, and watching through social media. As a result, students should use social media and manage their time wisely. Besides that, social media, such as Facebook, Twitter, and Instagram, have become an important part of students' daily lives. According to Al Arif (2019), students use social media in a variety of contexts as part of their regular activities, which lends credence to that. They are not only used to communicate and share personal experiences, but they also serve as sources of information and alternative learning resources.

Based on an initial survey of several students at Islamic University of Kadiri Kediri, they argue that social media can be a learning resource to improve English language skills but cannot be a complete and comprehensive learning resource. The social media most often used to improve their English is YouTube. This is because YouTube provides various English-learning content that is interesting and easy to understand. Apart from YouTube, other social media that are often used to learn English are Instagram, Twitter, and Facebook.

It is hoped that this research can be a useful reference for improving English learning through social media. Based on the background above, the researcher wants to conduct in depth research with the title "The Use of Social Media as An English Learning Resource for the Students of Islamic University of Kadiri Kediri."

1.2 Identification of Problem

Based on the research background above, the problems can be identified as follows:

1. The students have different reasons for using social media.
2. The students have different reasons for using English learning resource.

1.3 Scope and Limitation

In a research proposal, we are familiar with the scope and limitations. To understand further, we need to know the purpose of writing problem boundaries in a research proposal. The scope and limitations of the research will be divided into three categories, namely variable, indicators, and subjects.

1. Variable

The variable to be studied is social media use as an English learning resource, which was the independent variable.

2. Indicator

The variable is social media use as an English learning resource. The indicators are duration, and frequency of use, the usefulness of social media, ease of access, quality of information when using and accessing information, participation and openness.

3. Subject

This research, the subject was the students at Islamic University of Kadiri, faculty of teacher training and English education, all semesters in class A.

1.4 Research Questions

In a research proposal, the research question is a clear, focused, concise, complex, and debatable one that is the main question of the research. Based on the background of the study, the research question was formulated as follows:

1. What kinds of social media are mostly used as English learning resources by the students?
2. How do the students use social media as English learning resources?

1.5 Research Objectives

In a research proposal, research objectives describe what the research aims to achieve. Considering the title of the study and the research question, the study is conducted to attain several objectives, as follows:

1. To describe about the kinds of social media that are mostly used as English learning resources for the students.
2. To describe about the use of social media as English learning resources for the students.

1.6 Research Significance

In a research proposal, research significance describes the benefits of research, especially for the development of deep knowledge that can be related to theoretical and practical matters. The writer hopes this research can contribute to the object of the research. The research significance is as follows:

1. Theoretically

As a theoretical contribution to the development of knowledge regarding the use of social media as a learning

resource for students at Islamic University of Kadiri Kediri. This is supported by Driscoll (as cited in Bada and Olusegun, 2015) in their research on constructivism theory, which states that knowledge is built by students through their own experiences. This research shows that social media can be a source of effective learning experiences for students.

2. Practically

The results of this study are expected to provide practical benefits for the faculty, students, readers, and future researchers:

a. For The Faculty

Hopefully, it can become a data reference, improve the quality of learning and improve the reputation of the faculty as an institution that produces graduates who are innovative and adaptive to technological developments.

b. For The Students

Hopefully, it can increase insight, develop digital skills, and increase learning motivation so that students learn more effectively.

c. For The Readers

Hopefully, we can obtain information about the use of social media as a learning resource so that it is useful for educators, educational practitioners, and parents of students.

d. For Further Researchers

It is hoped that the results of this research can develop and broaden insight into the use of social media as a learning resource for students to improve their English language skills.

1.7 Definition of Key Terms

The definition of key terms is intended to provide clarity of meaning and confirmation of terms related to the variables studied, along with the indicators contained in the variables in this study, which are as follows:

1. Social media

Social media is a technology product that facilitates users to create and share content, both in the form of text, photos, videos, and other information, and makes it easier for users to interact with each other online without the limitations of space and time. The indicators are duration and frequency of use, the usefulness of social media, ease of access, quality of information when using and accessing information, participation and openness.

2. English Learning resource

English learning resources are anything that students can use to improve their English skills.

CHAPTER II

REVIEW OF RELATED LITERATURE AND FRAMEWORK OF THINKING

This chapter will present about, (1) Review of Related Literature, and (2) Framework of Thinking.

2.1 Review of Related Literature

In this research, Snyder (2019) explains that a literature review is a research methodology that aims to collect and take the essence of previous research and analyze several expert overviews written in the text.

1. Review of Social Media

The review of social media will discuss the definition of social media and the types of social media.

a. The Definition of Social Media

Social media is a digital platform that has various functions, such as a tool for communication and a medium to explore various types of information. Social media is a technological product used for information and communication (Al Arif, 2019).

Social media is also a platform that enables users to interact in real time and share content such as photos, videos, and articles. This is supported by Ferine (as cited in Azzaakiyyah, 2023), who says that social media is a platform and digital media that facilitates its users to create and share content and interact online. Then, Pangrazio (as cited in Purwanto et al., 2023) says that social media is a medium that makes it easy for its users to carry out various activities, such as sharing information and creating content. Next, Zaw (as cited in Azis et al., 2020) says that social media is a medium used for social interaction as well as a tool for learning and adapting to a new culture in a region.

Meanwhile, social media is media that facilitates users to carry out social interactions with each other via the internet network without being limited by distance, space, or time (Sugito et al., 2022).

Asmaya (2015) defines social media indicators, namely frequency and duration. Then, Batee (2019) says that indicators of good social media are ease, trust, and quality of information when using and accessing information. Next, social media indicators, according to Sumerta et al. (2020), are participation, openness, dialogue, communication, interconnection, and dexterity in the use of social media. Meanwhile, according to Rasyidah (2017), the use of social media has four indicators, including the allocation of time used to access social media, the number of accounts owned, the usefulness of social media, and the impacts resulting from the use of social media.

Based on the explanation above, it can be concluded that social media is a digital media that has many functions, such as making it easier for users to interact socially, share and obtain information, create content, and learn and adapt to new cultures, and social media has various indicators to measure the effectiveness of social media use.

b. The Types of Social Media

Here are some of the most frequently used social media sites in the world in 2023:

1) Facebook

Facebook is one of the most widely used social media sites in the world. People use Facebook to interact with family, find friends, and share content in the form of stories, photos, videos, and written updates. Facebook was founded in 2004 by Mark Zuckerberg et

a). The development of Facebook was initially only intended for Harvard College students. However, over time, Facebook grew rapidly and became open to everyone. Based on survey results by DataReportal (2023), Facebook is the most popular social media platform in the world, with more than 2.958 billion monthly active users.

2) Instagram

Instagram is one of the most used social media sites in the world. People use Instagram to share photos and videos quickly and easily. Instagram has become an important platform for individuals to connect with people, share content, and follow accounts that interest them. Instagram was founded in 2010 by Kevin Systrom and Mike Krieger. The development of Instagram started just to share photos with simple filters. However, as time goes by, Instagram is growing rapidly with various new features such as videos, stories, IGTV, and reels. Based on the results of the survey's DataReportal (2023), Instagram is the most popular photo and video sharing platform in the world, with more than 2.10 billion monthly active users.

3) Twitter

Twitter is a social media platform that allows users to send and read short messages called "tweets." Twitter was founded in 2006 by Jack Dorsey et al. This platform was founded to share information in real time. Then, as time went by, this platform grew rapidly and has several features, such as Tweet, Retweet, Follower, and Hashtag. Now, Twitter can be used to share news, information, and opinions and connect people from

different parts of the world. According to DataReportal (2023), Twitter is a text-sharing platform that has 400 million monthly active users worldwide.

4) TikTok

According to Deriyanto and Qorib (2019), TikTok is a social media application that allows users to interact in comments and private chats and can create interesting videos. This application is one of the favorites of many users because people can make videos easily and interestingly with filters or interesting special effects. According to DataReportal (2023), TikTok is the most popular short video sharing platform in the world, with more than 1.89 billion monthly active users. Typically, TikTok is used to create and share short videos.

5) YouTube

According to Setiawan et al. (2020), YouTube is a social media in the form of a video sharing site that is very popular in Indonesia. Thanks to YouTube, many people suddenly became famous. YouTube is not only used to share videos but can also display live broadcasts of certain events. Usually, YouTube is used to watch, upload, and share videos. YouTube was founded in 2005 by three former PayPal employees, namely Chad Hurley, Steve Chen, and Jawed Karim. According to DataReportal (2023), YouTube is the most popular video sharing platform in the world, with more than 2.52 billion monthly active users.

Based on the explanation above, it can be concluded that there are five social media platforms that are most frequently used in the world, namely Facebook, YouTube, Instagram, TikTok, and Twitter, each of which has unique and different features, attracting users with diverse needs and interests.

2. Review of English Learning Resources

The review of English learning resources will discuss the definition of learning resources and the types of learning resources.

a. The Definition of English Learning Resources

An English learning resource is anything that students can use to learn something. As stated by Cahyadi (2019), learning resources are all sources in the form of data, such as people and other forms, that can be used for learning, making it easier for students to achieve learning goals. According to Sujarwo et al. (2018), learning resources are all sources that can be used for learning materials even though they are outside the individual. Meanwhile, learning resources are all elements that can be utilized by individuals to build knowledge, skills, and understanding (Zulaiha and Triana, 2023). In this case, they emphasize the active role of the learner in the learning process, where learning resources are not just passive material but tools to increase new knowledge and skills.

Based on the explanation above, it can be concluded that English learning resources are anything that can be utilized by students to build knowledge, skills, and understanding, and learning resources are not only books or learning materials but everything that students can use for their learning process.

b. The Types of English Learning Resources

Based on their form, according to Rusman (2010), learning resources can be divided into three categories, namely:

1) Printed learning resource

A print learning resource is anything that can be touched, seen, and heard and used for learning purposes, such as written learning resources, namely books, journals, and modules.

2) Non-printed learning resource

A non-print learning resource is anything that cannot be touched, seen, or heard but is used for learning purposes, such as learning resources that are not in written form, namely audio media, visual media, and audio-visual media.

3) Electronic learning resources

An electronic learning resource is a learning resource that uses electronic media to present messages and information, such as educational software, websites, and other online resources.

Based on the level of formality, according to Rusman (2010), learning resources can be divided into two categories, namely:

1) Formal learning resource, Formal learning resources are learning resources that are officially created by educational institutions, such as learning modules.

2) Non-formal learning resources are learning resources created informally by individuals or groups, such as the mass media.

Based on the purpose of use, according to Rusman (2010), learning resources can be divided into two categories, namely:

- 1) Core learning resources are learning resources that are used to achieve core learning objectives.
- 2) Complementary learning resources are learning resources that are used to increase insight and deepen understanding of the learning material.

Based on the delivery method, according to (Rusman, 2010), learning resources can be divided into two categories, namely:

- 1) Structured learning resources are learning resources that can be used directly by students because they have been prepared systematically and completely, such as learning module books.
- 2) Unstructured learning resources are learning resources that cannot be directly used by students because they have not been processed or arranged systematically and completely, such as the surrounding environment.

In conclusion, English learning resources can be classified based on various criteria. As for choosing the right type of English learning resource, it must be adjusted to the student's learning needs and goals.

3. The Role of Social Media as An English Learning Resource

Social media has become an important part of people's lives, including students. Based on a survey from We Are Social (as cited in DataReportal, 2023), it shows that social media users in Indonesia will reach 167 million, or the equivalent of 60.4% of the population.

The rapid development of social media has had a significant impact on various aspects of life, including education. Here are some of the roles of social media as a learning resource:

- a. Social media to find information relevant to learning material.

According to Lipschultz (2020) in his book, social media has several advantages compared to traditional sources of information, so it can be a valuable source of information for students. Then, Lipschultz (2020) also explains that the information available on social media is more diverse, up-to-date, and easy to access. so that social media becomes a source of relevant information for students. This can make students easily search for information on social media, such as articles, videos, or podcasts that discuss the learning material they are studying.

- b. Social media to discuss with classmates, teachers, or lecturers.

Social media is a popular communication platform among students. Social media can be used for various purposes, including discussion. Discuss with classmates, teachers, or lecturers via social media. This is supported by Lipschultz (2020), who explain that social media can be a valuable tool to support student learning, including providing opportunities for students to share ideas and get feedback when collaborating and discussing with their friends and teachers outside the classroom. According to Lipschultz (2020) in his book, discussing with classmates, teachers, or lecturers via social media has several advantages, including;

- 1) Discussions on social media are easier and more practical than face-to-face discussions because they can be done anywhere and at any time, and there is no need to arrange a time and place to meet.
- 2) Discussions via social media are more flexible than face-to-face discussions because students can participate in different ways. Such as conveying their opinions through text, images, video, or audio.
- 3) Social media can be a tool for documenting student learning, such as when students can share their creative thinking ideas, so that students can know their progress in reflecting on learning and getting support from others.

c. Social media is used for independent learning.

Social media can be used for various purposes, including for independent learning. Student-led instruction that takes place without direct supervision from lecturers or teachers is known as independent learning. Independent learning can be done anywhere and at any time. According to Alkhathlan (2019), social media can be an effective means of independent learning. Driscoll (as cited in Bada and Olusegun (2015)) in their research on constructivism theory, which states that knowledge is built by students through their own experiences.

One of the advantages obtained from independent learning is that social media makes it easier to collaborate with others and allows students to access learning resources and connect with others who share their interests. To achieve a common goal, participants can work together.

By working together, they can share knowledge, skills, and resources and provide real-time feedback to improve project outcomes.

Based on the explanation above, it can be concluded that social media allows students to search for information, discuss, and learn independently and flexibly.

4. Characteristics of Social Media as an English Learning Resource

According to Rennie and Morrison (2013) in their book, social media has several characteristics that make it a potential learning source, including:

a. Accessibility

Social media has high accessibility because students can access it from anywhere and at any time. so that students can study independently without having to wait for the lesson schedule at school.

b. Flexibility

Social media has high flexibility because students can choose learning materials that suit their interests, learning styles, and needs. For example, students who have a visual learning style can choose learning materials in the form of videos or images. Meanwhile, students who have an auditory learning style can choose learning materials in the form of podcasts or audio.

c. Interactivity

Social media has high interactivity, so students can collaborate with classmates, teachers, or lecturers. Students can share their ideas and thoughts so that they can improve their understanding of the subject matter as well as develop critical thinking and problem-solving skills.

d. Actuality

Social media has high topicality, so students can get information that is generally up-to-date. This can help students learn about things that are happening; for example, students can learn about the latest news and developments in the field of science.

e. Content Based

Content-based social media helps students learn independently and according to their needs. So, students can access various learning materials, such as video tutorials, articles, e-books, etc.

Based on the explanation above, it can be concluded that the characteristics of social media, such as accessibility, flexibility, interactivity, actuality, and content based, make it a potential English learning resource.

5. Benefits of Using Social Media as an English Learning Resource

Social media has become an inseparable part of people's lives, including education. This online social network is increasingly being used for various reasons, not only by students but also by teachers or lecturers. Therefore, social media has contributed to providing opportunities to increase insight and knowledge. According to Thapliyal et al. (2024), in their book, social media can be used as a learning resource, which has various benefits, including:

a. Makes it easier to access information

Social media has made information more accessible and shareable than ever before. By just clicking, users can learn about the latest trending events or news.

b. Increase creativity and independence

Social media can be a valuable tool for increasing creativity and independence, such as for sharing ideas, collaborating with others, learning from other people's experiences, and improving critical thinking and problem-solving skills.

c. Improve communication and collaboration

Social media can be a powerful tool for improving communication and collaboration because it helps people build relationships and communities and provides a medium for sharing information, exchanging ideas, and working together on projects.

d. Increase learning motivation

Social media can be a means to increase learning motivation. Because social media provides a platform for sharing information, exchanging ideas, and getting support from other people, students can follow learning accounts or communities that can inspire and motivate them to learn.

Based on the explanation above, it can be concluded that social media has many benefits as an English learning resource, such as easy access to information, increasing creativity and independence, increasing communication and collaboration, and increasing learning motivation.

6. Challenges of Using Social Media as an English Learning Resource

Social media has various benefits as a learning resource, but it also has several challenges that need to be considered. The following are some of the challenges of using social media as a learning resource:

a. Availability of diverse and unstructured content

Tzur et al. (2023) explain that social media can provide various benefits for student learning but also has several challenges, such as the availability of diverse and unstructured content. Then, according to Sabah (2023), social media can act as an effective learning resource, but efforts are needed to overcome the challenge of providing diverse but unstructured content, or they must select and filter relevant and quality content.

b. Difficulty in verifying information

One of the biggest challenges faced by social media is the difficulty of verifying information. Because social media facilitates anyone to post information, their credibility is not guaranteed. As a result, misinformation can easily spread on social media (Tzur et al., 2023).

c. Addiction and learning disorders

According to Tzur et al. (2023), social media can cause addiction, where social media addiction occurs when someone becomes too fixated on social media and cannot control its use. Social media also causes learning disorders, which occur when someone has difficulty concentrating on studying.

d. Educator's unpreparedness

Educators' unpreparedness when using social media can be a challenge for education because social media can be a tool to improve learning, but only if educators understand how to use it effectively (Jay, 2022).

Based on the explanation above, it can be concluded that although social media has many benefits as an English learning resource, it is important to be aware of and overcome its challenges.

Digital literacy skills and responsible use of social media are essential to ensuring effective and safe learning.

7. Previous Research

In this research, researchers adopted four previous journals research related to this research. This should be the last five years of the previous study. Previous research on the use of social media as a learning resource is shown as follows:

Table 2.1 The Recapitulation of Previous Research

Title of research	Result of research	Similarity	Difference
Al Arif (2019) entitled <i>The Use of social media for English Language Learning: An Exploratory Study of EFL University Students.</i>	From this study, it can be concluded that social media has great potential to be used in English language learning. However, there needs to be the right strategy to overcome existing challenges and maximize the benefits.	This study discusses the use of social media in learning.	In previous study explained about the use of social media for English language learning: an exploratory study of EFL university students and this research focus on the use of social media as an English learning resource for the students of UNISKA. Then, in this study use quantitative and qualitative research (mix).
Thaariq (2020) entitled <i>The Use of social media as Learning Resources to Support the New Normal.</i>	From this study, it can be concluded that research finds that YouTube, Instagram, and WhatsApp can be used as effective learning resources.	This study discusses the use of social media as learning resources.	In previous study explained about the use of social media as learning resources to support the new normal and this research focus on the use of social media as an English learning

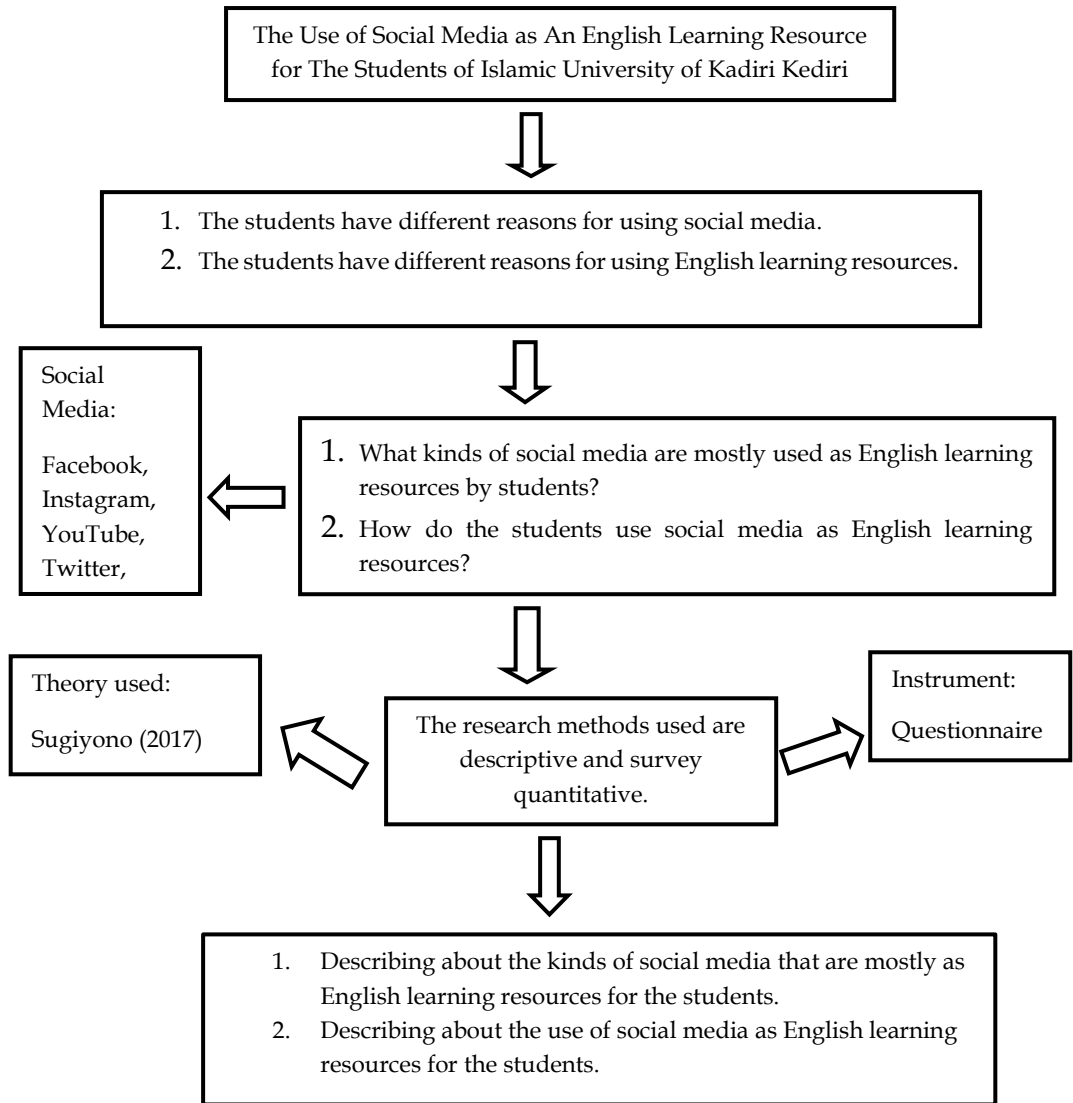
			resource for the students of UNISKA. Then, in this study use A Qualitative Descriptive Research and the method used is a literature review.
Handayani et al. (2020) entitled <i>The Use of social media for Learning English</i> .	From this study, it can be concluded that There are many kinds of social media that students use to learn English. The social media sites that the students use are YouTube, Instagram, WhatsApp, Twitter, Facebook, and Line.	This study discusses the use of social media for learning English.	In previous study explained about the use of social media for learning English and this research focus on the use of social media as an English learning resource for the students of UNISKA. Then, in this study use A Qualitative Descriptive Research.

<p>Savitri & Sukoyo (2023), entitled <i>The Use of TikTok as A Learning Resource for Dialogue Text in Junior High School</i>.</p>	<p>From this study, it can be concluded that TikTok has the potential to be an effective and fun learning tool. The use of TikTok has the potential to increase students' understanding and retention of knowledge of the material being taught. However, there is a challenge in using TikTok as an educational tool, namely limited internet access among students.</p>	<p>This study discusses the use of social media "TikTok" as a learning resource.</p>	<p>In previous study explained about the use of TikTok as a learning resource for dialogue text in junior high school and this research focus on the use of social media as an English learning resource for the students of UNISKA. Then, in this study use observation, structured interviews, and documentation are employed to collect data for this qualitative descriptive study's design.</p>
--	---	--	--

2.2 Framework of Thinking

In this research, the researcher used a framework of thinking with a descriptive model. According to Sugiyono (2017), a framework of thinking with a descriptive model is a framework of thinking that describes the characteristics of the independent variables studied. Based on the theoretical description that has been explained previously, the concept of a thinking framework with a descriptive model is used in research with the aim of describing the characteristics of the independent variable.

Figure 2.1 Framework of Thinking



CHAPTER III

RESEARCH METHOD

This chapter will present about, (1) Research Design, (2) Research Setting, (3) Population and Sample, (4) Research Instrument, (5) Data Collection Technique, (6) Research Instrument Validation Technique, (7) Data Analysis Technique, and (8) Research Procedure.

3.1 Research Design

This research used a quantitative approach with descriptive statistical analysis methods. Sugiyono (2017) states that quantitative descriptive research is research used to describe variables systematically and objectively. This research design was used in accordance with the aim, namely to describe the kinds of social media that are mostly used as an English learning resource and the use of social media as an English learning resource for students. This research method was used to describe and explain the content of a variable under study, namely the use of social media as English learning resource, and then draw conclusions from the phenomenon studied using numerical data.

3.2 Research Setting

This research was conducted at Islamic University of Kadiri Kediri, Jl. Sersan Suharmaji No. 38, Manisrenggo, Kota District, Kediri City, East Java. The researcher took this location at Islamic University of Kadiri Kediri because this university has achieved various achievements both in the academic and non-academic fields, such as having many active journals accredited by SINTA 5, having diverse and outstanding students at national and international levels, winning several competitions at the national level, and being active in community service activities. Then, this university had been using social media for a long time before Covid-19, and this university also mostly participated in

programs from the Ministry of Education and Technology, namely *Kampus merdeka* for Kediri area.

Table 3.1 Research Schedule

Type of Activity	Month				
	Dec	Jan	Feb	Mar	Apr
1. Research preparation					
Compiling research instruments.					
Consultation on the instrument by expert validator.					
Asking the supervisors for permission to trial the instrument.					
Asking for a permit with the head of class B coordinating.					
Implementation of instrument trials.					
Analysis of instrument trial result and revising.					
2. Research Implementation					
Asking for a permit with the head of the class coordinating with the students from class A, in all semester.					
Implementation of real research.					
Research data analysis.					
3. Preparation of reports/thesis.					
Consultation with the supervisors.					
Implementation of the thesis exam.					

3.3 Population and Sample

According to Arikunto (2010) , population is the entire object of research. The population in this study were the students of Islamic University of Kadiri Kediri, intended for students of all semesters in class A, faculty of English education.

Table 3.2 Total of Population

Semester	Total of Students
1	15
3	29
5	23
7	34
Total	101

According to Arikunto (2010), a sample is a part of the population that has representative characteristics. In this study, the sample used was the students at Islamic University of Kadiri Kediri, which was intended for students of all semesters in class A, faculty of English education, with a population of 101 people.

The researcher used a population of 99 people because two people were not interested in taking part in this research. Then, these 99 people were the sample to be studied because, if calculated using the Slovin formula to determine the sample, the result would be under 100 samples. Meanwhile, according to Arikunto (as cited in Batee, 2019), if the sample population is less than 100, it is better to take all of them as a sample.

Sampling technique is a method used by researchers to take samples (Sugiyono, 2017). This research used a simple random sampling, which was part of probability sampling. This technique used to provide equal opportunities for each member of the population. According to Sugiyono (2017), simple random sampling is sampling carried out randomly without paying attention to the existing population grouping.

3.4 Research Instrument

Research instruments are tools used to collect data. According to Purwanto (as cited in Sukendra and Atmaja, 2020) in their book, who says that research instruments are tools used to collect data in research. The instrument used in this research is a questionnaire. According to Sugiyono (2017), a questionnaire is a data collection technique used by researchers to provide a set of questions or written statements to respondents to answer.

To facilitate the arrangement of instruments, an instrument grid was needed. The instrument grid was made in such a way for more systematic instrument preparation that it is easy to control and correct. The instrument grid was created based on the variables to be studied, namely the use of social media as a learning resource.

Table 3.3 Instrument Grids

Variable	Indicator	Description	Question Item
SOCIAL MEDIA AS ENGLISH LEARNING RESOURCE			
Asmaya (2015)	<i>Durasi & Frekuensi</i>	<i>Seberapa lama siswa membuka sosial media dan menghabiskan waktunya untuk menggunakan sosial media tersebut.</i>	1-5
Rasyidah (2017)	<i>Kegunaan media sosial</i>	<i>Bagaimana penggunaan sosial media dalam meningkatkan kemampuan berbahasa Inggris.</i>	6-25
Batee (2019)	<i>Kemudahan</i>	<i>1. Bagaimana kemudahan mengakses informasi di sosial media.</i>	26,27
		<i>2. Bagaimana kemudahan mengakses keterbaruan informasi di sosial media sebagai sumber belajar.</i>	37-38

	<i>Kualitas Informasi</i>	1. <i>Bagaimana isi, penyajian, dan penggunaan sosial media sebagai sumber belajar.</i> 2. <i>Bagaimana variasi informasi yang digunakan sosial media sebagai sumber belajar.</i>	34-36 39
Sumerta (2020)	<i>Partisipasi</i>	1. <i>Keterlibatan aktif mahasiswa dalam berbagai aktivitas di sosial media.</i> 2. <i>Bagaimana metode pembelajaran yang digunakan dalam sosial media sebagai sumber belajar.</i>	28-30 40
	<i>Keterbukaan</i>	<i>Bagaimana ketersediaan informasi sosial media sebagai sumber belajar.</i>	31-33
TOTAL			40

Note: This instrument grid experienced a reduction in items after validating the instrument trial data to only 35 items. The instrument grid for reduction results can be seen in Appendix 1.

3.5 Data Collection Technique

Sugiyono (2017) explains that data collection techniques are the methods used to collect data by researchers for research purposes. In this research, the techniques used in collecting data were a survey. According to Sugiyono (2017), a survey is research to obtain data regarding the opinions, attitudes, and behavior of respondents by distributing questionnaires to them. The survey in the form of a questionnaire. According to Sugiyono (2017), a questionnaire is a data collection technique used by researchers to give a series of questions or written statements to respondents to answer. In this research, a questionnaire was used to obtain data regarding the use of social media as an English learning resource for students at Islamic University of Kadiri Kediri, intended for students of all semesters in class A, faculty of English education. The statements presented in the questionnaire will be accompanied by alternative answers chosen by the respondent. Then it will be measured using a Likert scale.

According to Sugiyono (2017), Likert scale is a scale used to measure the opinions, attitudes, and perceptions of a group of people about social phenomena. As for the questionnaire measurements, this study used a Likert scale. The Likert scale used in this research was modified with five alternative answer choices so that respondents did not appear hesitant to answer and a clear gradation of values was visible. The alternative answers given are: strongly agree (SS), agree (S), doubtful (R), disagree (TS), and strongly disagree (STS). The score for each positive statement (+) is 5-1, while the score for each negative statement is 1-5. The preparation of this instrument is based on theoretical studies that have been prepared and then developed into indicators, which are described further in the points statement.

Table 3.4 Likert Scale

Alternative Answers	Score
<i>Sangat Setuju</i>	5
<i>Setuju</i>	4
<i>Ragu-Ragu</i>	3
<i>Tidak Setuju</i>	2
<i>Sangat Tidak Setuju</i>	1

3.6 Research Instrument Validation Technique

According to Sugiyono (2017), the validity of a research instrument is a measure that shows the level of validity of the research instrument. In which case, an instrument is said to be valid if it can measure what it is supposed to measure. This research used three validation instrument techniques, namely:

1. Content validity is a type of instrument validity that measures the overall content of the instrument through expert validators to determine whether the instrument

statements and questions reflect the target concept in accordance with the research objectives (Sugiyono, 2017). The expert validator results can be seen in Appendix 2.

2. According to Arikunto (2010), empirical validity is a validity test that aims to determine the level of accuracy and correctness of the instrument in measuring what it should measure. To test the validity of each question item, the scores on the item in question are correlated with the total score.

Table 3.5 The Result of Validity Test of Social Media

Indicator	Total	Status	Indicator	Total	Status	Indicator	Total	Status
SM1	0,053	Invalid	SM16	0,592	Valid	SM31	0,501	Valid
SM2	0,388	Valid	SM17	0,656	Valid	SM32	0,478	Valid
SM3	0,172	Invalid	SM18	0,631	Valid	SM33	0,288	Valid
SM4	0,045	Invalid	SM19	0,688	Valid	SM34	0,319	Valid
SM5	0,337	Valid	SM20	0,563	Valid	SM35	0,283	Valid
SM6	0,672	Valid	SM21	0,658	Valid	SM36	0,268	Valid
SM7	0,648	Valid	SM22	0,674	Valid	SM37	0,414	Valid
SM8	0,585	Valid	SM23	0,722	Valid	SM38	0,510	Valid
SM9	0,537	Valid	SM24	0,702	Valid	SM39	0,428	Valid
SM10	0,670	Valid	SM25	0,714	Valid	SM40	0,499	Valid
SM11	0,737	Valid	SM26	0,151	Invalid			
SM12	0,667	Valid	SM27	0,097	Invalid			
SM13	0,777	Valid	SM28	0,546	Valid			
SM14	0,562	Valid	SM29	0,411	Valid			
SM15	0,620	Valid	SM30	0,461	Valid			

From the results of validity testing via SPSS, namely the trial instrument in class B, English education faculty, all semesters on the table above, the variable of social media use as English learning resource questionnaire had 40

questions, which were filled in by 56 respondents in this study. Then, it was known that of the 40 questionnaire questions, there were five that were declared invalid. So, the researcher will continue the research using only 35 questions that have been declared valid through the SPSS calculation of the validity of the questionnaire trial. The validity testing results can be seen in Appendix 3.

3. Sugiyono (2017) explains that reliability is a test to test the level of accuracy and consistency of measuring instruments and whether the measuring instruments used are reliable and consistent if the measurements are repeated.

Table 3.6 The Result of Reliability Test of Social Media Use

Reliability Statistics	
Cronbach's Alpha	N of Items
.922	40

From the results of reliability testing via SPSS in the table above, it can be seen that there are N of Items of 40 question items with a Cronbach's Alpha value of 0.922. It means that the use of social media as English learning resource was reliable. The reliability test results can be seen in Appendix 3.

3.7 Data Analysis Technique

According to Sugiyono (2017), data analysis is the process of processing data to produce useful conclusions and implications in a systematic and objective way. The data analysis used in this research is descriptive analysis, which is used to determine or describe the condition of a variable so that the data has meaning and significance. The descriptive statistic results can be seen in

Appendix 5. The data are described using descriptive statistics, as follows:

1. Mean (Me)

According to Sugiyono (2017), the mean is a value that represents a group of data. The mean is used to determine the average use of social media for learning English.

2. Mode (Mo)

According to Sugiyono (2017), the mode is the value that appears most frequently in a data set. The mode is used to find out what social media students most often use as learning resources.

3. Frequency

According to Sugiyono (2017), frequency is the amount of data that has a certain value in a data set. Frequency is used to find out how many students use certain social media as a learning resource.

4. Percentage.

According to Sugiyono (2017), percentage is a measure of frequency expressed in percentage. Percentage is used to determine the percentage of students who use certain social media as a learning resource.

3.8 Research Procedure

The first step the researcher took in the research procedure was to validate the instrument through expert validators. In the second step, the researcher asked the supervisor for permission to trial the instrument in class B.

In the third step, the researcher asked for permission to coordinate with students in class B to carry out a trial instrument in the form of a questionnaire via a Google Form link to be distributed to students by sending a link to the class group via WhatsApp because the lecture period is on holiday.

After the instrument was tested, the researcher tested the validity and reliability of the instrument data before the questionnaire was forwarded and tested again on the research subjects.

In the fourth step, the researcher asked permission to coordinate with students in class A to carry out the instrument test. After that, the researcher prepared an instrument in the form of a questionnaire via Google Form to be distributed to students. Next, on the day of instrument testing, the researcher will enter the class group via WhatsApp and distribute questionnaires to students by sending a link to the class group because the lecture period is on holiday.

In the fifth step, after obtaining the research instrument data, the researcher processed the answers via Microsoft Excel, which were then calculated via SPSS version 25 using descriptive statistics to determine the mean, mode, frequency, and percentage. Finally, after completing the research data processing process, the researcher will report the results of his research.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discusses the research findings and discussion, which will answer the research questions. The discussion considers (1) research results and (2) discussion.

4.1 Description of Research

This sub-chapter consists of (1) a description of the location, subject, and data, and (2) a description of the research result.

1. Description of Location, Subject, and Data

This research was conducted at Islamic University of Kadiiri Kediri, Jl. Sersan Suharmaji No. 38, Manisrenggo, Kota District, Kediri City, East Java. The researcher took this location at Islamic University of Kadiiri Kediri because this university has achieved various achievements both in the academic and non-academic fields, such as having many active journals accredited by SINTA 5, having diverse and outstanding students at national and international levels, winning several competitions at the national level, and being active in community service activities. Then, this university had been using social media for a long time before COVID-19, and this university also mostly participated in programs from the Ministry of Education and Technology, namely *Kampus Merdeka* for Kediri area. This research took a sample of 99 students from all semesters in class A, faculty of English education. The instrument used a questionnaire to collect the data. There were 35 questions about the use of social media as an English learning resource. The data was processed using Microsoft Excel and calculated using SPSS version 25.

To know the answers to the questionnaire from respondents, see Appendix 4 to the data tally.

2. Description of Research Result

This part discusses the results of the descriptive statistics that have been analyzed by Excel and SPSS 25 Version. The descriptive statistic was about the use of social media as an English learning resource. A descriptive statistic aimed to describe the kinds of social media that are mostly used as English learning resources for the students and describe the use of social media as English learning resources for the students. The table below showed more information about the descriptive statistical value of this variable.

Table 4.1 The Result of Descriptive Statistics on the Average Use of Social Media as English Learning Resource

Statistics		
Social Media Use as English Learning Resource		
N	Valid	99
	Missing	0
Mean		126.25
Std. Error of Mean		1.644
Median		127.00
Std. Deviation		16.357
Variance		267.538
Range		97
Minimum		66
Maximum		163
Sum		12499

The table shows that the mean of this variable was 126,25; std. error of mean was 1,644; the median was 127,00; std. deviation was 16,357; the variance was 267,538; the range was 97; the minimum was 66; the maximum was 163; and the sum was 12499.

Table 4.2 The Result of Descriptive Statistics Social Media Mostly Used by students

		Statistics	
		Instagram	Twitter
N	Valid	99	99
	Missing	0	0
Mode		5	2

Instagram

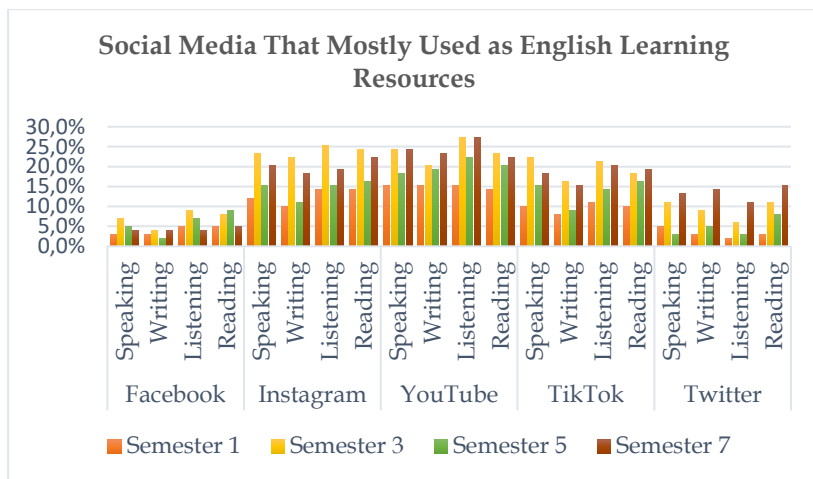
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<i>Sangat Tidak Setuju</i>	2	2.0	2.0	2.0
	<i>Tidak Setuju</i>	8	8.1	8.1	10.1
	<i>Ragu-Ragu</i>	6	6.1	6.1	16.2
	<i>Setuju</i>	39	39.4	39.4	55.6
	<i>Sangat Setuju</i>	44	44.4	44.4	100.0
	Total	99	100.0	100.0	

Twitter

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<i>Sangat Tidak Setuju</i>	15	15.2	15.2	15.2
	<i>Tidak Setuju</i>	39	39.4	39.4	54.5
	<i>Ragu-Ragu</i>	15	15.2	15.2	69.7
	<i>Setuju</i>	15	15.2	15.2	84.8
	<i>Sangat Setuju</i>	15	15.2	15.2	100.0
	Total	99	100.0	100.0	

The tables showed that social media most often used by students was Instagram with many respondents (44.4%), where the mode of Instagram use was 5, which showed strongly agree, while the mode of use of Twitter was 2, which showed disagree with many respondents (39.4%).

Figure 4.1 The Result of Descriptive Statistics on The Kinds of Social Media That are Mostly Used as English Learning Resources For The Students



The frequency of use of social media as an English learning resource can be seen in Figure 4.1 above. Many respondents used Facebook for the purpose of improving their speaking skills, in semester 1 as many as (3%), in semester 3 as many as (7.1%), in semester 5 as many as (5.1%), and in semester 7 as many as (4%). Furthermore, many respondents used Facebook for the purpose of improving their writing skills, in semester 1 as many as (3%), in semester 3 as many as (4%), in semester 5 as many as (2%), and in semester 7 as many as (4%). Next, many respondents used Facebook for

the purpose of improving their listening skills, in semester 1 as many as (5.1%), in semester 3 as many as (9.1%), in semester 5 as many as (7.1%), and in semester 7 as many as (4%). Then, many respondents used Facebook for the purpose of improving their reading skills, in semester 1 as many as (5.1%), in semester 3 as many as (8.1%), in semester 5 as many as (9.1%), and in semester 7 as many as (5.1%).

Many respondents used Instagram for the purpose of improving their speaking skills, in semester 1 as many as (12.1%), in semester 3 as many as (23.2%), in semester 5 as many as (15.2%), and in semester 7 as many as (20.2%). Furthermore, many respondents used Instagram for the purpose of improving their writing skills, in semester 1 as many as (10.1%), in semester 3 as many as (22.2%), in semester 5 as many as (11.1%), and in semester 7 as many as (18.2%). Next, many respondents used Instagram for the purpose of improving their listening skills, in semester 1 as many as (14.1%), in semester 3 as many as (25.3%), in semester 5 as many as (15.2%), and in semester 7 as many as (19.2%). Then, many respondents used Instagram for the purpose of improving their reading skills, in semester 1 as many as (14.1%), in semester 3 as many as (24.2%), in semester 5 as many as (16.2%), and in semester 7 as many as (22.2%).

Many respondents used YouTube for the purpose of improving their speaking skills, in semester 1 as many as (15.2%), in semester 3 as many as (24.2%), in semester 5 as many as (18.2%), and in semester 7 as many as (24.2%). Furthermore, many respondents used YouTube for the purpose of improving their writing skills, in semester 1 as many as (15.2%), in semester 3 as many as (20.2%), in semester 5 as many as (19.2%), and in semester 7 as many as (23.2%).

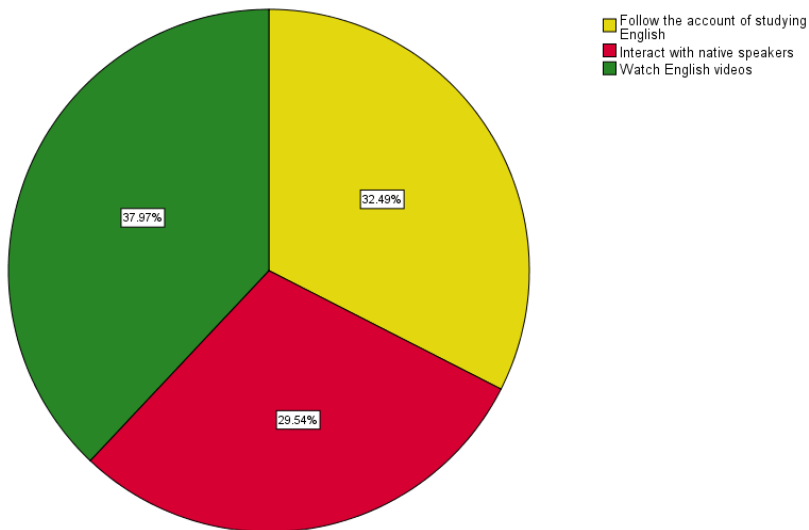
Next, many respondents used YouTube for the purpose of improving their listening skills, in semester 1 as many as (15.2%), in semester 3 as many as (27.3%), in semester 5 as many as (22.2%), and in semester 7 as many as (27.3%). Then, many respondents used YouTube for the purpose of improving their reading skills, in semester 1 as many as (14.1%), in semester 3 as many as (23.2%), in semester 5 as many as (20.2%), and in semester 7 as many as (22.2%).

Many respondents used TikTok for the purpose of improving their speaking skills, in semester 1 as many as (10.1%), in semester 3 as many as (22.2%), in semester 5 as many as (15.2%), and in semester 7 as many as (18.2%). Furthermore, many respondents used TikTok for the purpose of improving their writing skills, in semester 1 as many as (8.1%), in semester 3 as many as (16.2%), in semester 5 as many as (9.1%), and in semester 7 as many as (15.2%). Next, many respondents used TikTok for the purpose of improving their listening skills, in semester 1 as many as (11.1%), in semester 3 as many as (21.2%), in semester 5 as many as (14.1%), and in semester 7 as many as (20.2%). Then, many respondents used TikTok for the purpose of improving their reading skills, in semester 1 as many as (10.1%), in semester 3 as many as (18.2%), in semester 5 as many as (16.2%), and in semester 7 as many as (19.2%).

Many respondents used Twitter for the purpose of improving their speaking skills, in semester 1 as many as (5.1%), in semester 3 as many as (11.1%), in semester 5 as many as (3%), and in semester 7 as many as (13.1%). Furthermore, many respondents used Twitter for the purpose of improving their writing skills, in semester 1 as many as (3%), in semester 3 as many as (9.1%), in semester 5 as many as

(5.1%), and in semester 7 as many as (14.1%). Next, many respondents used Twitter for the purpose of improving their listening skills, in semester 1 as many as (2%), in semester 3 as many as (6.1%), in semester 5 as many as (3%), and in semester 7 as many as (11.1%). Then, many respondents used Twitter for the purpose of improving their reading skills, in semester 1 as many as (3%), in semester 3 as many as (11.1%), in semester 5 as many as (8.1%), and in semester 7 as many as (15.2%).

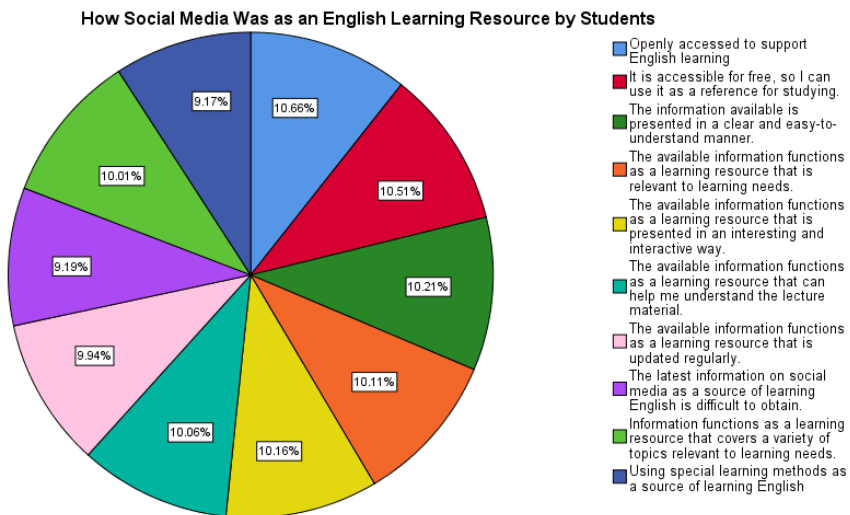
Figure 4.2 The Result of Descriptive Statistics on The Use of Social Media as English Learning Resources for The Students



The result of the research in Figure 4.2 showed that social media was used as an English learning resource in three ways by students of the English education faculty at Kadiri Islamic University of Kediri in all semesters in class A as respondents in this research.

Many respondents (37.97%) admitted to using social media as a source of learning English by watching English videos. Furthermore, 32.94% of respondents said they used social media as a source of learning English by following English learning accounts. Meanwhile, 29.54% of respondents thought they used social media as a source for learning English by interacting directly with native speakers.

Figure 4.3 The Result of Descriptive Statistics on Social Media as an English Learning Resource for The Students



Based on figure 4.3, it showed that many respondents (10.66%) stated the benefits of social media as an English learning resource, namely that it was easy to access openly to support English learning. Secondly, 10.51% of respondents stated that social media was easy to access for free so that it could be used as a reference for learning.

Thirdly, 10.21% of respondents stated that information on social media was presented in a way that was clear and easy to understand. Fourthly, 10.16% of respondents stated that information on social media was presented in an interesting and interactive way. Fifth, 10.11% of respondents stated that social media was a learning resource that was relevant to their learning needs.

Furthermore, 10.06% of respondents said that social media was a learning resource that could help them understand lecture material. Next, 10.01% of respondents believed that information on social media was a learning resource that covered various topics relevant to their learning needs. Then, 9.94% of respondents stated that social media was a learning source that was updated regularly. Meanwhile, 9.19% of respondents thought that they had experienced difficulty getting information on social media. Then, 9.17% of respondents thought that using social media required special learning methods as a source for their English learning.

4.2 Discussion

This result of discussion contains an explanation of the results of this research regarding "The use of social media as an English learning resource for the students of the Islamic University of Kadiri Kediri," as known from the presentation of survey data. This research described the kinds of social media that are mostly used as English learning resources and how social media is used by students as English learning resources.

1. The Kinds of social media That are Mostly Used as English Learning Resources for The Students

There were five types of social media discussed in this research, namely Facebook, Instagram, YouTube, TikTok, and Twitter. However, the results of the questionnaire show that

the social media that is often used is Instagram, with 44.4% of respondents. Then, most of the respondents in this study used YouTube as a learning resource to improve their English skills. Then, only a small number of students use Facebook and Twitter to help improve their English skills. Based on the results of statistical calculations, it showed that the social media most often used as an English learning resource by English Education faculty students in class A was YouTube, where 91.9% of students admitted to using YouTube to improve their listening skills. Then, 81.8% of students stated that they used YouTube to improve speaking skills. Furthermore, 79.8% of students said they used YouTube to improve reading skills, and 77.8% of students said they used YouTube to improve writing skills in English. As we know, this research has one instrument, namely a questionnaire. The questionnaire shows that the majority of students use YouTube for the purpose of improving their English skills. The findings from this questionnaire were in accordance with previous research by [Handayani et al. \(2020\)](#), entitled *The Use of Social Media for Learning English*. The research results show that the dominant social media used by students is YouTube, with 94% of respondents. However, there were differences in the social media studied, namely that this research also discusses the use of Whatsapp, Line, Manwha, Telegram, Google, Cake English App, Quora, and Discord.

A different study from previous research was conducted by [Al Arif \(2019\)](#), entitled *The Use of social media for English Language Learning: An Exploratory Study of EFL University Students*. The research results show that the social media most used by students in learning English is Instagram, with 95.80% of respondents.

This research also discussed the use of WhatsApp, Telegram and Email. However, from the results of this research, it was concluded that "Social media helps students improve their English skills because social media content is more varied, thus encouraging students to learn English using social media." This was also different from the study by Savitri and Sukoyo (2023), entitled The Use of TikTok as a Learning Resource for Dialogue Text in Junior High School. This research examined the use of TikTok as a learning resource for dialogue text. Then, the research from Thaariq (2020) entitled The Use of Social Media as Learning Resources to Support the New Normal. This research discussed the use of YouTube, Instagram, and WhatsApp.

2. The Use of Social Media as English Learning Resources for The Students

The use of social media provides several benefits for students to practice their English skills. Social media is very useful for students to improve their critical thinking skills. The majority of respondents stated that social media provides clear, interesting, and easy-to-understand information and supports them to access material more easily as a reference for learning English. The questionnaire results showed that the majority of respondents in this study used social media as an English learning resource to improve their skills by watching English videos. Based on the results of statistical calculations, it shows that the method used to use social media as an English learning resource by class A English Education faculty student was watching English videos, which 37.97% of students admitted to watching English videos as an English learning resource.

Then, 32.49% of students stated that following an English learning account was an English learning resource. In addition, 29.54% of students said that interacting directly with native speakers is an effective English learning resource.

A different study from previous research was conducted by Thaariq, (2020), entitled The Use of Social Media as Learning Resources to Support the New Normal. This was also different with the study by Al Arif (2019), entitled The Use of Social Media for English Language Learning: An Exploratory Study of EFL University Students. The results of their research show that social media is used as a learning resource by creating and viewing interesting content on social media.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

This chapter consists of some points which related to the closing of research, those are (1) conclusions, (2) implications, and (3) suggestions.

5.1 Conclusions

Based on the findings and discussion of this research, it can be concluded that social media can be an effective and interesting source of learning English for students. There are many kinds of social media used by students as a source for learning English, including Facebook, Instagram, YouTube, TikTok, and Twitter. The social media site most widely used by students to improve their English skills is YouTube.

English education faculty students in class A use social media as a learning resource to improve their English skills by watching English videos, following English learning accounts, and interacting with native speakers. Social media helps students improve their English skills by providing social media information that is more accessible, easy to understand, and varied, which encourages students to study English.

5.2 Implications

Based on the research of this study, theoretical and practical implications can be stated.

1. Theoretical Implication

The research that has been carried out has obtained positive results in accordance with existing theory. The results obtained in this research will help students at Kadiri Islamic University continue to improve their English skills by maximizing the use of social media as an English learning resource.

2. Practical Implication

The results of this research have benefits for the faculty, students, readers, and future researchers to increase insight in choosing the use of social media that can be used as an English learning resource.

5.3 Suggestions

Through this research, the researcher gives advice to

1. For The Faculty

It is hoped that it can develop a social media-based English learning platform and encourage lecturers to utilize social media in learning.

2. For The Students

It is hoped that it can utilize social media as a source for learning English and use social media appropriately and responsibly.

3. For The Readers

It is hoped that the results of this research can be utilized to improve English skills.

4. For The Next Researchers

It is hoped that they can conduct research on how social media can be utilized optimally to improve students' English skills.

BIBLIOGRAPHY

- Al Arif, T. Z. Z. (2019). The use of social media for English language learning: An exploratory study of EFL university students. *Metathesis: Journal of English Language, Literature, and Teaching*, 3(2), 224–233.
- Alkhatlan, S. M. R. (2019). *Students' engagement in independent learning and personal development: Issues, attitudes and difficulties from the female learners' lived experiences of using social media in the context of Saudi higher education*.
- Arikunto, S. (2010). *Prosedur penelitian pendekatan praktik edisi revisi VI*. Rineka Cipta.
- Asmaya, F. (2015). Pengaruh penggunaan media sosial facebook terhadap perilaku prososial remaja di kenagarian koto Bangun. *Jurnal Online Mahasiswa (JOM) Bidang Ilmu Sosial Dan Ilmu Politik*, 2(2), 1–15.
- Atmoko, S. H. D. (2018). *Designing integrated English materials using schoology to boost students` engagement In SMP N 2 Klanten* [Yogyakarta: Sanata Dharma University].
<https://repository.usd.ac.id/28650/>
- Ayuningtyas, P. (2018). Whatsapp: Learning on the go. *Metathesis: Journal of English Language, Literature, and Teaching*, 2(2), 159. <https://doi.org/10.31002/metathesis.v2i2.629>
- Azis, H., Pawito, P., & Setyawan, A. (2020). Motif Penggunaan Media Informasi Politik oleh Anak Muda Tionghoa di Media Sosial. *ETTISAL : Journal of Communication*, 5(1).
<https://doi.org/10.21111/ejoc.v5i1.3886>
- Azzaakiyyah, H. K. (2023). The Impact of Social Media Use on Social Interaction in Contemporary Society. *Technology and Society Perspectives (TACIT)*, 1(1), 1–9.
<https://doi.org/10.61100/tacit.v1i1.33>

- Bada, S. O., & Olusegun, S. (2015). Constructivism learning theory: A paradigm for teaching and learning. *Journal of Research & Method in Education*, 5(6), 66–70.
- Batee, M. M. (2019). Pengaruh Media Sosial Terhadap Keputusan Pembelian Di Toko Kaos Nias Gunungsitoli. *Jesya (Jurnal Ekonomi & Ekonomi Syariah)*, 2(2), 313–324.
<https://doi.org/10.36778/jesya.v2i2.108>
- Cahyadi, A. (2019). *Pengembangan media dan sumber belajar: Teori dan prosedur*. Laksita Indonesia. [https://idr.uin-antasari.ac.id/16140/1/Ani%20Cahyadi%20Pengembangan%20Media%20\(book\).pdf](https://idr.uin-antasari.ac.id/16140/1/Ani%20Cahyadi%20Pengembangan%20Media%20(book).pdf)
- DataReportal. (2023a). *Digital 2023: Global Overview Report*. DataReportal. <https://datareportal.com/reports/digital-2023-global-overview-report>
- Deriyanto, D., & Qorib, F. (2019). Persepsi Mahasiswa Universitas Tribhuwana Tunggadewi Malang Terhadap Penggunaan Aplikasi Tik Tok. *Jurnal Ilmu Sosial Dan Ilmu Politik (JISIP)*, 7(2).
- Handayani, R. D., Syafei, M., & Utari, A. R. P. (2020). The use of social media for learning English. *Prominent Journal*, 3(2), 313–321.
- Hegarty, B., & Thompson, M. (2019). A Teacher's Influence on Student Engagement: Using Smartphones for Creating Vocational Assessment ePortfolios. *Journal of Information Technology Education: Research*, 18, 113–159.
<https://doi.org/10.28945/4244>
- Jay, L. (2022). The disciplinary and critical divide in social studies teacher education research: A review of the literature from 2009–2019. *Theory & Research in Social Education*, 50(3), 339–374. <https://doi.org/10.1080/00933104.2022.2077156>

- Kabilan, M. K., Annamalai, N., & Chuah, K.-M. (2023). Practices, purposes and challenges in integrating gamification using technology: A mixed-methods study on university academics. *Education and Information Technologies*, 28(11), 14249–14281. <https://doi.org/10.1007/s10639-023-11723-7>
- Kemendikbud. (2023b). *Kontribusi Pengembangan Teknologi di Era Pendidikan Abad 21*. Kementerian Pendidikan, Kebudayaan, Riset Dan Teknologi Direktorat Jenderal Guru Dan Tenaga Kependidikan. Accessed on 18 February 2024. <https://ppg.kemdikbud.go.id/news/kontribusi-pengembangan-teknologi-di-era-pendidikan-abad-21>
- Lipschultz, J. H. (2020). *Social Media Communication: Concepts, Practices, Data, Law and Ethics* (3rd ed.). Routledge. <https://doi.org/10.4324/9780429202834>
- Murtado, D., Hita, I. P. A. D., Chusumastuti, D., Nuridah, S., Ma'mun, A. H., & Yahya, M. D. (2023). Optimalisasi Pemanfaatan Media Pembelajaran Online Sebagai Upaya Meningkatkan Hasil Belajar Siswa di Sekolah Menengah Atas. *Journal on Education*, 6(1), 35–47. <https://doi.org/10.31004/joe.v6i1.2911>
- Purwanto, A., Fahmi, K., & Cahyono, Y. (2023). *The Benefits of Using Social Media in the Learning Process of Students in the Digital Literacy Era and the Education 4.0 Era*. 02.
- Rasyidah, D. S. (2017). Pengaruh Penggunaan Media Sosial dan Jenis-jenis Media Sosial terhadap Intensitas Belajar PAI Siswa Kelas VIII DI SMP N 3 Karangdowo Klaten Tahun Pelajaran 2016/2017. *Jurnal Skripsi Tidak Diterbitkan*. Yogyakarta: Fakultas Ilmu Tarbiyah Dan Keguruan.
- Rennie, F., & Morrison, T. (2013). *E-learning and social networking handbook: Resources for higher education*. Routledge.

- Rusman. (2010). *Model-model pembelajaran: Mengembangkan profesionalisme guru*. Rajawali Pers/PT Raja Grafindo Persada.
- Sabah, N. M. (2023). The impact of social media-based collaborative learning environments on students' use outcomes in higher education. *International Journal of Human-Computer Interaction*, 39(3), 667–689.
- Savitri, R. D., & Sukoyo, J. (2023). *The Use of TikTok as a Learning Resource for Dialogue Text in Junior High School*. AL-ISHLAH: Jurnal Pendidikan, 15(3), 3631–3638.
- Setiawan, H., Pawito, & Purwasito, A. (2020). *Youtube Social Media Trends Reduce Television Watching Interest*. 125–132.
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339.
- Sugito, Sairun, A., Pratama, I., & Azzahra, I. (2022). *Media Sosial (Inovasi Pada Produk & Perkembangan Usaha)*. Universitas Medan Area Press.
- Sugiyono. (2017a). *Metode penelitian kuantitatif, kualitatif, dan R&D* (cet. 26.). Bandung: Alfabeta. <https://inlislite.uin-suska.ac.id/opac/detail-opac?id=27259>
- Sugiyono. (2017b). *Statistika untuk penelitian*. Bandung: Alfabeta.
- Sujarwo, Santi, F. U., & Trisanti. (2018). *Pengelolaan Sumber Belajar Masyarakat*. Universitas Negeri Yogyakarta. <https://staffnew.uny.ac.id/upload/198703282014042002/pendidikan/buku%20pengelolaan%20sumber%20belajar%202018.pdf>
- Sukendra, K., & Atmaja, K. S. (2020). *Instrumen Penelitian*. Mahameru Press.

- Sumerta, I. K., Redianingsih, N. K., Pranawa, I. M. B., & Indahyani, D. N. T. (2020). *Pengaruh Tingkat Penggunaan Media Sosial Dan Motivasi Terhadap Minat Berwirausaha Pada Mahasiswa Program Studi Manajemen Perguruan Tinggi Di Kota Denpasar*. *E-Jurnal Ekonomi Dan Bisnis Universitas Udayana*, 627.
<https://doi.org/10.24843/EEB.2020.v09.i07.p03>
- Talakua, C., & Sesca Elly, S. (2020). Pengaruh Penggunaan Media Pembelajaran Biologi Berbasis Mobile Learning terhadap Minat dan Kemampuan Berpikir Kreatif Siswa SMA Kota Masohi: Effect of the used of Biology Learning Media Based on Mobile Learning on Learning Interest and Creative Thinking Ability of High School Students in Masohi City. *BIODIK*, 6(1), 46–57.
<https://doi.org/10.22437/bio.v6i1.8061>
- Thaariq, Z. Z. A. (2020). The use of social media as learning resources to support the new normal. *Teknodika*, 18(2), 80–93.
- Thapliyal, K., Thapliyal, M., & Thapliyal, D. (2024). Social Media and Health Communication: A Review of Advantages, Challenges, and Best Practices. *Emerging Technologies for Health Literacy and Medical Practice*, 364–384.
- Tzur, S., Katz, A., & Davidovitch, N. (2023). The Impact of Social Networks on Student Motivation and Achievement. In *Discourses of Globalisation, Multiculturalism and Cultural Identity* (pp. 119–140). Springer.

Yunus, M. M. (2018). Innovation in education and language learning in 21st century. *Journal of Sustainable Development Education and Research*, 2(1), 33–34.

Zulaiha, D., & Triana, Y. (2023). Students' perception toward the use of open educational resources to improve writing skills. *Studies in English Language and Education*, 10(1), 174–196. <https://doi.org/10.24815/siele.v10i1.257>

APPENDICES
APPENDIX 1 **INSTRUMENT GRIDS**

Variable	Indicator	Description	Question
Asmaya (2015)	Durasi & Frekuensi	Seberapa lama siswa membuka sosial media dan menghabiskan waktunya untuk menggunakan sosial media tersebut.	1-5 (1-2)
Rasyidah (2017)	Kegunaan media sosial	Bagaimana penggunaan sosial media dalam meningkatkan kemampuan berbahasa Inggris.	6-25 (3-22)
Batee (2019)	Kemudahan	1. Bagaimana kemudahan mengakses informasi di sosial media. 2. Bagaimana kemudahan mengakses keterbaruan informasi di sosial media sebagai sumber belajar.	26,27 37-38 (32-33)
	Kualitas Informasi	1. Bagaimana isi, penyajian, dan penggunaan sosial media sebagai sumber belajar. 2. Bagaimana variasi informasi yang digunakan sosial media sebagai sumber belajar.	34-36 (29-31) 39 (34)
Sumerta (2020)	Partisipasi	1. Keterlibatan aktif mahasiswa dalam berbagai aktivitas di sosial media. 2. Bagaimana metode pembelajaran yang digunakan dalam sosial media sebagai sumber belajar.	28-30 (23-25) 40 (35)
	Keterbukaan	Bagaimana ketersediaan informasi sosial media sebagai sumber belajar.	31-33 (26-28)
TOTAL			40

Note: This instrument grid experienced a reduction in items after validating the instrument trial data to only 35 items.

ANGKET TENTANG PENGGUNAAN MEDIA SOSIAL SEBAGAI SUMBER BELAJAR

Kami mengundang Anda untuk berpartisipasi dalam penelitian ini dengan mengisi kuesioner ini. Tujuan penelitian ini adalah untuk mendeskripsikan tentang macam-macam sosial media yang paling banyak digunakan sebagai sumber belajar Bahasa Inggris dan bagaimana sosial media digunakan oleh mahasiswa sebagai sumber belajar Bahasa Inggris. Partisipasi Anda sangat penting untuk membantu penelitian kami. Kami mohon kesediaan untuk mengisi kuesioner ini dengan jujur. Identitas responden terjaga kerahasiaanya serta kuesioner ini tidak berpengaruh terhadap nilai Bahasa Inggris maupun di raport.

A. IDENTITAS RESPONDEN

NAMA :
SEMESTER :
NPM :

B. PETUNJUK PENGISISAN

1. Bacalah pertanyaan-pertanyaan berikut dengan cermat sebelum anda menjawabnya.
2. Berilah tanda centang (✓) pada kolom yang telah disesuaikan dengan hati nurani anda, yaitu :

SS = Sangat Setuju
S = Setuju
R = Ragu-ragu
TS = Tidak Setuju
STS = Sangat Tidak Setuju

Selamat Mengerjakan!

**ANGKET TENTANG PENGGUNAAN MEDIA SOSIAL
SEBAGAI SUMBER BELAJAR BAHASA INGGRIS**

No.	Pertanyaan	SS	S	R	TS	STS
1.	Saya menggunakan Instagram setiap hari.					
2.	Saya menggunakan Twitter setiap hari.					
3.	Saya menggunakan Facebook untuk meningkatkan kemampuan berbicara saya dalam Bahasa Inggris.					
4.	Saya menggunakan Facebook untuk meningkatkan kemampuan menulis saya dalam Bahasa Inggris.					
5.	Saya menggunakan Facebook untuk meningkatkan kemampuan mendengar saya dalam Bahasa Inggris.					
6.	Saya menggunakan Facebook untuk meningkatkan kemampuan membaca saya dalam Bahasa Inggris.					
7.	Saya menggunakan Instagram untuk meningkatkan kemampuan berbicara saya dalam Bahasa Inggris.					
8.	Saya menggunakan Instagram untuk meningkatkan kemampuan menulis saya dalam Bahasa Inggris.					
9.	Saya menggunakan Instagram untuk meningkatkan kemampuan mendengar saya dalam Bahasa Inggris.					
10.	Saya menggunakan Instagram untuk meningkatkan kemampuan membaca saya dalam Bahasa Inggris.					
11.	Saya menggunakan YouTube untuk meningkatkan kemampuan berbicara saya dalam Bahasa Inggris.					
12.	Saya menggunakan YouTube untuk meningkatkan kemampuan menulis saya dalam Bahasa Inggris.					
13.	Saya menggunakan YouTube untuk meningkatkan kemampuan mendengar saya dalam Bahasa Inggris.					
14.	Saya menggunakan YouTube untuk meningkatkan kemampuan membaca saya dalam Bahasa Inggris.					
15.	Saya menggunakan TikTok untuk meningkatkan kemampuan berbicara saya dalam Bahasa Inggris.					
16.	Saya menggunakan TikTok untuk meningkatkan kemampuan menulis saya dalam Bahasa Inggris.					

17.	Saya menggunakan TikTok untuk meningkatkan kemampuan mendengar saya dalam Bahasa Inggris.					
18.	Saya menggunakan TikTok untuk meningkatkan kemampuan membaca saya dalam Bahasa Inggris.					
19.	Saya menggunakan Twitter untuk meningkatkan kemampuan berbicara saya dalam Bahasa Inggris.					
20.	Saya menggunakan Twitter untuk meningkatkan kemampuan menulis saya dalam Bahasa Inggris.					
21.	Saya menggunakan Twitter untuk meningkatkan kemampuan mendengar saya dalam Bahasa Inggris.					
22.	Saya menggunakan Twitter untuk meningkatkan kemampuan membaca saya dalam Bahasa Inggris.					
23.	Saya berinteraksi di media sosial dengan mengikuti akun belajar Bahasa Inggris.					
24.	Saya berinteraksi dengan penutur asli Bahasa Inggris di media sosial.					
25.	Saya menonton video Bahasa Inggris di media sosial.					
26.	Media sosial menjadi sumber belajar yang bisa diakses secara terbuka untuk menunjang pembelajaran Bahasa Inggris saya di kampus.					
27.	Informasi yang tersedia pada media sosial dapat diakses secara gratis sehingga bisa saya jadikan referensi untuk belajar.					
28.	Informasi yang tersedia pada media sosial disajikan dengan cara yang jelas dan mudah dipahami.					
29.	Informasi yang tersedia pada media sosial berfungsi sebagai salah satu sumber belajar yang relevan dengan kebutuhan belajar saya.					
30.	Informasi yang tersedia pada media sosial berfungsi sebagai salah satu sumber belajar yang disajikan dengan cara yang menarik dan interaktif.					

31.	Informasi yang tersedia pada media sosial berfungsi sebagai salah satu sumber belajar yang dapat membantu saya memahami materi perkuliahan.					
32.	Informasi yang tersedia pada pada media sosial sebagai salah satu sumber belajar yang sudah diperbarui secara berkala.					
33.	Saya pernah mengalami kesulitan menemukan informasi yang terbaru dari media sosial sebagai salah satu sumber belajar Bahasa Inggris.					
34.	Informasi media sosial berfungsi sebagai salah satu sumber belajar yang mencakup berbagai macam topik yang relevan dengan kebutuhan belajar saya.					
35.	Saya menggunakan metode pembelajaran khusus untuk menggunakan media sosial sebagai salah satu sumber belajar Bahasa Inggris.					

Terima kasih atas waktu dan partisipasi Anda!

APPENDIX 2 EXPERT VALIDATORS OF THE INSTRUMENT

VALIDATOR I

PERMOHONAN KESEDIAAN UJI VALIDASI INSTRUMEN

Kepada Yth.
Erwin Hari Kurniawan, M.Pd
Di Tempat

Assalamualaikum Wr. Wb

Disampaikan dengan hormat bahwa saya :

Nama : Adry Nurdina Fajriah
NPM : 18020230037
Prodi : Pendidikan Bahasa Inggris

Melalui surat ini, Melalui surat ini, saya memohon kesediaan ibu untuk melakukan validasi terhadap instrumen yang akan saya gunakan untuk penelitian yang berjudul **“The Use of Social Media as A Learning Resource for The Students of Islamic University of Kediri Kediri.**

Dengan itu, bersama dengan surat ini saya lampirkan instrumen penelitian tersebut. Atas perhatian dan bantuannya, saya mengucapkan terima kasih.

Kediri, 27 Januari 2024

Pemohon



ADRY NURDINA F.
18020230037

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini :

Nama : Erwin Hari Kurniawan, M.Pd
Jabatan : Dosen Program Studi Pendidikan Bahasa Inggris

Telah membaca instrument penelitian yang berjudul **“The Use of Social Media as A Learning Resource for The Students of Islamic University of Kediri Kediri”** oleh :

Nama : Adry Nurdina Fajriah
NPM : 18020230037
Prodi : Pendidikan Bahasa Inggris

Setelah memperhatikan kisi-kisi instrumen, variabel, indikator dan butir pertanyaan, maka masukan untuk peneliti adalah :

Sudah sesuai dan bisa digunakan untuk instrumen penelitian

Demikian keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Kediri, 27 Januari 2024
Validator I,



Erwin Hari Kurniawan, M.Pd
NIDN. 0727018103

VALIDATOR II

PERMOHONAN KESEDIAAN UJI VALIDASI INSTRUMEN

Kepada Yth.
Fika Ar-Rizqi Naf'ihima, M.Pd
Di Tempat

Assalamualaikum Wr. Wb

Disampaikan dengan hormat bahwa saya :

Nama : Adry Nurdina Fajriah
NPM : 18020230037
Prodi : Pendidikan Bahasa Inggris

Melalui surat ini, Melalui surat ini, saya memohon kesediaan ibu untuk melakukan validasi terhadap instrumen yang akan saya gunakan untuk penelitian yang berjudul **"The Use of Social Media as A Learning Resource for The Students of Islamic University of Kediri Kediri.**

Dengan itu, bersama dengan surat ini saya lampirkan instrumen penelitian tersebut. Atas perhatian dan bantuannya, saya mengucapkan terima kasih.

Kediri, 27 Januari 2024

Pemohon



ADRY NURDINA F.
18020230037

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini :

Nama : Fika Ar-Rizqi Naf'ihima, M.Pd
Jabatan : Dosen Program Studi Pendidikan Bahasa Inggris

Telah membaca instrument penelitian yang berjudul "**The Use of Social Media as A Learning Resource for The Students of Islamic University of Kadiri Kediri**" oleh :

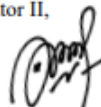
Nama : Adry Nurdina Fajriah
NPM : 18020230037
Prodi : Pendidikan Bahasa Inggris

Setelah memperhatikan kisi-kisi instrumen, variabel, indikator dan butir pertanyaan, maka masukan untuk peneliti adalah :

1. Memperbaiki deskripsi pada kisi-kisi agar lebih detail.
2. Mengganti kalimat dari beberapa butir pernyataan agar tidak terlihat ambigu.
3. Ada beberapa butir pernyataan yang kurang cocok dengan indicator sehingga harus diganti.

Demikian keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Kediri, 5 Febuari 2024
Validator II,



Fika Ar-Rizqi Naf'ihima, M.Pd
NIP. 040.3.2019.016

APPENDIX 3 VALIDITY AND RELIABILITY TRY OUT TEST

VALIDITY TEST

Correlations		
		TOTAL
SMU1	Pearson Correlation	.053
	Sig. (2-tailed)	.701
	N	56
SMU2	Pearson Correlation	.388**
	Sig. (2-tailed)	.003
	N	56
SMU3	Pearson Correlation	.172
	Sig. (2-tailed)	.206
	N	56
SMU4	Pearson Correlation	.045
	Sig. (2-tailed)	.741
	N	56
SMU5	Pearson Correlation	.337*
	Sig. (2-tailed)	.011
	N	56
SMU6	Pearson Correlation	.672**
	Sig. (2-tailed)	.000
	N	56

SMU7	Pearson Correlation	.648**
	Sig. (2-tailed)	.000
	N	56
SMU8	Pearson Correlation	.585**
	Sig. (2-tailed)	.000
	N	56
SMU9	Pearson Correlation	.537**
	Sig. (2-tailed)	.000
	N	56
SMU10	Pearson Correlation	.670**
	Sig. (2-tailed)	.000
	N	56
SMU11	Pearson Correlation	.737**
	Sig. (2-tailed)	.000
	N	56
SMU12	Pearson Correlation	.667**
	Sig. (2-tailed)	.000
	N	56
SMU13	Pearson Correlation	.777**
	Sig. (2-tailed)	.000
	N	56

SMU14	Pearson Correlation	.562**
	Sig. (2-tailed)	.000
	N	56
SMU15	Pearson Correlation	.620**
	Sig. (2-tailed)	.000
	N	56
SMU16	Pearson Correlation	.592**
	Sig. (2-tailed)	.000
	N	56
SMU17	Pearson Correlation	.656**
	Sig. (2-tailed)	.000
	N	56
SMU18	Pearson Correlation	.631**
	Sig. (2-tailed)	.000
	N	56
SMU19	Pearson Correlation	.688**
	Sig. (2-tailed)	.000
	N	56
SMU20	Pearson Correlation	.563**
	Sig. (2-tailed)	.000
	N	56

SMU21	Pearson Correlation	.658**
	Sig. (2-tailed)	.000
	N	56
SMU22	Pearson Correlation	.674**
	Sig. (2-tailed)	.000
	N	56
SMU23	Pearson Correlation	.722**
	Sig. (2-tailed)	.000
	N	56
SMU24	Pearson Correlation	.702**
	Sig. (2-tailed)	.000
	N	56
SMU25	Pearson Correlation	.714**
	Sig. (2-tailed)	.000
	N	56
SMU26	Pearson Correlation	.151
	Sig. (2-tailed)	.268
	N	56
SMU27	Pearson Correlation	.097
	Sig. (2-tailed)	.477
	N	56

SMU28	Pearson Correlation	.546**
	Sig. (2-tailed)	.000
	N	56
SMU29	Pearson Correlation	.411**
	Sig. (2-tailed)	.002
	N	56
SMU30	Pearson Correlation	.461**
	Sig. (2-tailed)	.000
	N	56
SMU31	Pearson Correlation	.501**
	Sig. (2-tailed)	.000
	N	56
SMU32	Pearson Correlation	.478**
	Sig. (2-tailed)	.000
	N	56
SMU33	Pearson Correlation	.288*
	Sig. (2-tailed)	.031
	N	56
SMU34	Pearson Correlation	.319*
	Sig. (2-tailed)	.017
	N	56

SMU35	Pearson Correlation	.283'
	Sig. (2-tailed)	.034
	N	56
SMU36	Pearson Correlation	.268'
	Sig. (2-tailed)	.046
	N	56
SMU37	Pearson Correlation	.414**
	Sig. (2-tailed)	.001
	N	56
SMU38	Pearson Correlation	.510**
	Sig. (2-tailed)	.000
	N	56
SMU39	Pearson Correlation	.428**
	Sig. (2-tailed)	.001
	N	56
SMU40	Pearson Correlation	.499**
	Sig. (2-tailed)	.000
	N	56

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

RELIABILITY TEST

Reliability Statistics	
Cronbach's Alpha	N of Items
.922	40

Based on the table above, the value of social media use as an English learning resource in Cronbach's Alpha was 0,922. It meant social media use as an English learning resource was reliable.

Kediri, 29 February 2024

Supervisor I,



Irwan Sulistyanto, M.Pd
NIDN.0718039101

Supervisor II,



Dr. Wawan Herry S., M.Pd
NIDN. 0705128201

Based on the table, the 40 questions from the variable of social media use as English learning resource, there were 5 that were invalid after carrying out the validity test. So, the researcher will continue the research using only 35 questions that have been declared valid through the SPSS calculation of the validity of the questionnaire trial.

APPENDIX 4

DATA TALLY

No.	NAMA MAHASISWA	Semester	NOMOR PERTANYAAN						
			1	2	3	4	5	6	7
1.	Azzam Setiawan	1A	5	2	3	3	3	3	4
2.	Zidan Maghfiro T	1A	1	1	2	2	4	5	4
3.	Ayu Mega Selvia	1A	4	2	3	3	4	3	4
4.	Muhammad Rizki N	1A	3	1	5	5	5	5	4
5.	Husnaya	1A	5	2	1	1	1	1	3
6.	Himatul Mukaromah	1A	4	2	2	2	2	2	4
7.	Feriska Nofita R	1A	5	5	1	1	1	1	5
8.	Dwi Putri Engle L	1A	4	2	2	2	2	2	4
9.	Nadia	1A	5	4	2	3	3	4	5
10.	Nadia Arya	1A	5	2	3	3	3	3	3
11.	Sarahdiba Khairunisa	1A	5	1	1	1	1	1	5
12.	Haiba Pradita Aditya	1A	2	2	1	1	1	1	4
13.	Najwa	1A	4	3	4	4	4	4	5
14.	Muhammad Anas A	1A	3	1	4	4	5	4	3
15.	Dewi Alifia	1A	5	2	2	2	2	2	4
16.	Nur Kamilatur R	3A	5	2	2	2	2	2	3
17.	R. Arrayyandi P.Y	3A	4	3	2	2	2	2	4
18.	Erika Agustina	3A	2	1	1	1	1	1	3
19.	Anis Khoirun Nisa'	3A	5	2	2	2	2	2	4
20.	Roseland Efendy	3A	4	2	2	2	2	2	4
21.	Novendi Setiawan	3A	4	3	4	3	4	4	5
22.	Tujadhi Khamid	3A	5	2	2	2	2	2	3
23.	Rike Nurvania Sagita	3A	4	2	1	2	2	2	4

24.	Diyah Ayu Ning T	3A	5	4	3	3	3	3	5
25.	Sukma Cahayaning A	3A	4	1	4	4	4	4	4
26.	Neni Lovia	3A	4	3	4	4	4	4	4
27.	Muhammad Nur K	3A	4	1	2	2	2	2	3
28.	Adid Jauhari Lutfi	3A	5	5	1	1	1	1	1
29.	Jihan Naila Ilma	3A	4	1	1	1	1	1	4
30.	Awan Nur Hakim	3A	5	3	2	2	2	3	3
31.	Icha Oktalia	3A	4	2	1	1	2	2	4
32.	Rizqina Nur Safira	3A	5	3	1	1	1	1	5
33.	Citra Dias Larasati	3A	5	2	4	4	5	4	5
34.	Ananda Pradita Putri	3A	5	5	1	1	1	1	4
35.	Naura Izza Zahro'	3A	5	5	1	1	1	1	5
36.	Muhammad I.A	3A	5	4	4	2	4	4	5
37.	Kristin Yulinar	3A	4	2	3	3	4	3	4
38.	Ayu Nadhirah	3A	5	1	2	2	3	2	3
39.	Moch. Arif Alifian D	3A	5	4	4	2	5	5	5
40.	Shelvi Nadia S	3A	4	2	3	3	3	3	4
41.	Maulidia Zahrotus	3A	5	4	2	2	2	3	4
42.	Cinta Salsabilah F	3A	4	2	2	2	2	2	5
43.	Khalista	3A	4	2	4	4	4	4	4
44.	Sylfra B.B.D	3A	4	3	3	3	3	3	4
45.	Syahrul Mubarrok	3A	4	2	3	3	4	4	4
46.	Aryo Ramagenis	5A	2	2	4	3	5	4	2
47.	Febryanti Abas F	5A	2	2	3	2	2	4	5
48.	Muhammad Asrofi	5A	5	3	3	3	4	4	3
49.	M. Andika Bagus S	5A	2	2	4	4	4	4	3
50.	Sekar Mahisa Asti	5A	5	3	1	1	1	1	4

51.	Meuthia	5A	5	2	2	2	2	2	5
52.	Harun Arosid	5A	1	1	5	5	5	5	4
53.	Zulvanisa Nur Laela	5A	4	4	2	2	2	2	4
54.	Dheta Ananda	5A	4	3	3	3	3	3	4
55.	Rezana Septya A	5A	5	1	1	1	1	1	4
56.	Titis Dwi Wilujeng	5A	5	2	3	3	2	2	4
57.	Sindi Tia Umarlinda	5A	5	2	1	1	1	1	2
58.	Alfina Damashola	5A	5	2	1	1	1	1	4
59.	Aldyth Fadhlor R.A.F	5A	4	2	2	2	2	2	3
60.	Deva Apriliano	5A	4	2	3	3	3	3	3
61.	Ferdyan Y.P.P	5A	5	5	4	2	4	4	3
62.	Aulia Rizki Nur I	5A	4	2	4	3	4	4	5
63.	Sharla Afdilla	5A	3	4	2	2	2	2	2
64.	Hawla Rosyida	5A	4	5	3	3	3	3	4
65.	Lusiana Nurliasari	5A	5	2	2	2	2	2	4
66.	Margaretha Maurits T	5A	4	3	2	2	2	2	4
67.	Sarbanun Tuanany	5A	4	2	3	3	4	4	4
68.	Diah Mustika C.S	5A	5	2	3	2	3	4	4
69.	Silvy Juliana Dewanti	7A	5	2	2	2	2	2	4
70.	Vika Mardiana S	7A	4	5	3	3	3	3	4
71.	Himas Akbar K	7A	5	2	3	3	3	3	4
72.	Kharisma Shafa' D	7A	5	2	2	2	3	3	4
73.	Mita Nur Kholipah	7A	5	3	3	3	3	3	4
74.	Mayla Puspa Rini	7A	5	4	2	2	2	2	4
75.	Alief Firmansyah	7A	5	1	3	2	2	4	4
76.	Rei Maharani	7A	4	5	1	1	1	1	3
77.	Frisa Prahara	7A	4	2	1	1	1	1	1

78.	Cleisya Alya Putri N	7A	5	5	1	1	2	2	4
79.	Aida Nur Fitriani	7A	2	5	1	1	1	2	4
80.	Adelia Tri	7A	3	5	2	2	2	2	2
81.	Salsabila Maulida N	7A	4	1	1	1	1	1	4
82.	Achmad Khaidar A.S	7A	4	4	2	2	2	2	3
83.	Danang Sunarjati P	7A	4	3	2	2	2	2	3
84.	Wisnu Karunia	7A	4	4	4	4	4	4	4
85.	Nagata Zamzami	7A	5	1	1	1	1	5	5
86.	Octavia Sridharma S	7A	4	4	3	3	3	3	3
87.	Putri Amalia Fitri	7A	5	3	2	2	5	3	5
88.	Muhammad Ferdinan	7A	5	5	5	5	5	5	5
89.	Achmad Daviq Z	7A	2	4	3	3	3	3	3
90.	Izzatul Layla	7A	3	2	2	2	2	2	2
91.	Achmad Roni L	7A	5	4	2	2	2	2	4
92.	Seftiana Ayu M.T.E	7A	4	3	4	4	3	3	4
93.	Nurul Hidayatul K	7A	3	2	2	2	2	2	2
94.	Nila N Z	7A	4	5	1	1	1	1	2
95.	Adistry Erwanda P	7A	5	5	1	1	1	1	5
96.	Sintiawati	7A	5	5	5	5	5	5	5
97.	Sinta Urnila	7A	2	1	3	3	3	3	3
98.	Anit Rosalinda	7A	4	4	1	1	1	1	4
99.	Restu Dwi Leonita	7A	4	4	1	1	1	1	4

No.	NAMA MAHASISWA	Semester	NOMOR PERTANYAAN					
			8	9	10	11	12	13
1.	Azzam Setiawan	1A	3	4	4	5	5	5
2.	Zidan Maghfiro T	1A	2	5	4	5	4	5

3.	Ayu Mega Selvia	1A	4	4	4	5	5	5
4.	Muhammad Rizki N	1A	4	4	4	5	5	5
5.	Husnaya	1A	3	4	4	4	4	4
6.	Himatul Mukaromah	1A	4	4	4	4	4	4
7.	Feriska Nofita R	1A	5	5	5	5	5	5
8.	Dwi Putri Engle L	1A	4	4	4	4	4	4
9.	Nadia	1A	5	5	5	4	4	5
10.	Nadia Arya	1A	4	4	4	4	4	4
11.	Sarahdiba Khairunisa	1A	5	5	5	5	5	5
12.	Haiba Pradita Aditya	1A	3	3	3	4	4	4
13.	Najwa	1A	5	5	5	5	5	5
14.	Muhammad Anas A	1A	3	4	4	4	4	5
15.	Dewi Alifia	1A	4	4	4	4	4	4
16.	Nur Kamilatur R	3A	3	5	4	3	3	5
17.	R. Arrayandi P.Y	3A	4	4	4	5	5	5
18.	Erika Agustina	3A	3	3	3	3	3	4
19.	Anis Khoirun Nisa'	3A	4	5	4	3	2	2
20.	Roseland Efendy	3A	4	3	3	4	4	4
21.	Novendi Setiawan	3A	4	3	4	4	4	4
22.	Tujadhi Khamid	3A	3	4	4	3	3	5
23.	Rike Nurvania Sagita	3A	3	5	4	4	4	4
24.	Diyah Ayu Ning T	3A	5	5	5	5	5	5
25.	Sukma Cahyaning A	3A	4	4	4	4	4	4
26.	Neni Lovia	3A	4	5	5	5	5	5
27.	Muhammad Nur K	3A	3	3	3	4	4	4
28.	Adid Jauhari Lutfi	3A	1	1	1	1	1	1
29.	Jihan Naila Ilma	3A	4	4	4	5	5	5

30.	Awan Nur Hakim	3A	4	4	4	4	3	4
31.	Icha Oktalia	3A	4	5	5	5	5	4
32.	Rizqina Nur Safira	3A	5	5	5	5	4	5
33.	Citra Dias Larasati	3A	5	5	5	5	5	5
34.	Ananda Pradita Putri	3A	4	4	3	5	3	5
35.	Naura Izza Zahro'	3A	4	5	4	4	4	5
36.	Muhammad I.A	3A	2	5	5	5	2	5
37.	Kristin Yulinar	3A	4	4	4	5	5	5
38.	Ayu Nadhirah	3A	2	5	2	2	2	3
39.	Moch. Arif Alifian D	3A	4	5	5	5	5	5
40.	Shelvi Nadia S	3A	4	4	4	5	5	5
41.	Maulidia Zahrotus	3A	4	4	4	4	2	4
42.	Cinta Salsabilah F	3A	5	5	5	5	5	5
43.	Khalista	3A	4	4	4	4	4	4
44.	Sylfra B.B.D	3A	4	4	4	4	4	4
45.	Syahrul Mubarrok	3A	4	4	4	4	4	4
46.	Aryo Ramagenis	5A	2	2	2	3	3	3
47.	Febryanti Abas F	5A	3	5	5	5	2	5
48.	Muhammad Asrofi	5A	3	4	4	3	4	5
49.	M. Andika Bagus S	5A	3	3	3	3	5	5
50.	Sekar Mahisa Asti	5A	4	4	4	5	5	5
51.	Meuthia	5A	5	5	5	5	5	5
52.	Harun Arosid	5A	3	3	2	5	5	5
53.	Zulvanisa Nur Laela	5A	4	4	4	4	4	4
54.	Dheta Ananda	5A	3	4	4	4	4	4
55.	Rezana Septya A	5A	4	4	5	4	4	5
56.	Titis Dwi Wilujeng	5A	4	3	2	3	5	5

57.	Sindi Tia Umarlinda	5A	2	2	2	5	5	5
58.	Alfina Damashola	5A	5	5	5	4	4	5
59.	Aldyth Fadhlor R.A.F	5A	3	3	3	4	4	4
60.	Deva Apriliano	5A	3	3	3	3	3	4
61.	Ferdyan Y.P.P	5A	2	4	4	5	3	5
62.	Aulia Rizki Nur I	5A	4	5	4	4	4	5
63.	Sharla Afdilla	5A	3	4	4	4	4	4
64.	Hawla Rosyida	5A	4	4	4	5	5	5
65.	Lusiana Nurliasari	5A	4	3	4	4	4	4
66.	Margaretha Maurits T	5A	4	4	4	4	4	4
67.	Sarbanun Tuanany	5A	4	4	4	4	4	4
68.	Diah Mustika C.S	5A	3	4	4	4	4	4
69.	Silvy Juliana Dewanti	7A	4	4	4	3	3	3
70.	Vika Mardiana S	7A	4	5	5	5	5	5
71.	Himas Akbar K	7A	4	4	4	4	4	4
72.	Kharisma Shafa' D	7A	5	5	5	3	4	5
73.	Mita Nur Kholipah	7A	4	4	3	4	4	4
74.	Mayla Puspa Rini	7A	4	4	4	4	4	4
75.	Alief Firmansyah	7A	3	2	4	5	4	5
76.	Rei Maharani	7A	4	2	3	4	4	4
77.	Frisa Prahara	7A	1	1	1	1	1	4
78.	Cleisya Alya Putri N	7A	2	4	4	2	2	2
79.	Aida Nur Fitriani	7A	4	4	4	4	4	4
80.	Adelia Tri	7A	2	2	2	4	4	5
81.	Salsabila Maulida N	7A	3	4	4	5	4	5
82.	Achmad Khaidar A.S	7A	3	3	4	3	4	4
83.	Danang Sunarjati P	7A	3	3	4	4	4	5

84.	Wisnu Karunia	7A	4	4	4	4	4	4
85.	Nagata Zamzami	7A	5	5	5	5	5	5
86.	Octavia Sridharma S	7A	4	3	4	4	4	4
87.	Putri Amalia Fitri	7A	5	5	5	5	3	5
88.	Muhammad Ferdinan	7A	5	5	5	4	2	5
89.	Achmad Daviq Z	7A	3	3	3	5	5	5
90.	Izzatul Layla	7A	2	2	2	4	4	4
91.	Achmad Roni L	7A	2	4	4	4	2	4
92.	Seftiana Ayu M.T.E	7A	4	4	4	4	4	4
93.	Nurul Hidayatul K	7A	3	2	2	4	4	4
94.	Nila N Z	7A	1	1	3	1	1	1
95.	Adistry Erwanda P	7A	5	5	5	5	5	5
96.	Sintiawati	7A	5	4	4	4	4	4
97.	Sinta Urnila	7A	3	3	3	3	3	3
98.	Anit Rosalinda	7A	4	4	4	4	4	4
99.	Restu Dwi Leonita	7A	4	4	4	4	4	4

No.	NAMA MAHASISWA	Semester	NOMOR PERTANYAAN						
			14	15	16	17	18	19	20
1.	Azzam Setiawan	1A	5	5	4	5	5	2	2
2.	Zidan Maghfiro T	1A	4	3	3	4	3	1	1
3.	Ayu Mega Selvia	1A	5	4	4	4	4	4	2
4.	Muhammad Rizki N	1A	5	3	3	3	3	3	3
5.	Husnaya	1A	4	4	4	4	4	2	2
6.	Himatul Mukaromah	1A	4	4	4	4	4	2	2
7.	Feriska Nofita R	1A	5	5	1	5	5	1	1
8.	Dwi Putri Engle L	1A	4	4	4	4	4	4	4

9.	Nadia	1A	5	4	4	4	4	4	4
10.	Nadia Arya	1A	4	3	3	3	3	3	3
11.	Sarahdiba Khairunisa	1A	5	5	5	5	5	1	1
12.	Haiba Pradita Aditya	1A	3	4	3	4	3	3	3
13.	Najwa	1A	5	3	3	3	3	4	4
14.	Muhammad Anas A	1A	4	3	3	3	4	4	3
15.	Dewi Alifia	1A	4	4	4	4	4	2	2
16.	Nur Kamilatur R	3A	5	2	2	2	2	2	2
17.	R. Arrayyandi P.Y	3A	5	5	5	5	5	2	2
18.	Erika Agustina	3A	4	1	1	1	1	1	1
19.	Anis Khoirun Nisa'	3A	3	4	4	4	4	3	3
20.	Roseland Efendy	3A	4	4	4	2	2	2	3
21.	Novendi Setiawan	3A	4	4	3	4	4	3	3
22.	Tujadhi Khamid	3A	3	5	3	5	5	2	2
23.	Rike Nurvania Sagita	3A	4	2	2	2	2	2	2
24.	Diyah Ayu Ning T	3A	5	5	5	5	5	5	5
25.	Sukma Cahayaning A	3A	4	5	5	5	5	4	5
26.	Neni Lovia	3A	5	5	5	5	5	4	4
27.	Muhammad Nur K	3A	4	4	3	4	3	1	1
28.	Adid Jauhari Lutfi	3A	1	1	1	3	3	4	1
29.	Jihan Naila Ilma	3A	5	4	4	4	4	1	1
30.	Awan Nur Hakim	3A	4	2	2	2	2	2	2
31.	Icha Oktalia	3A	4	5	5	5	5	2	2
32.	Rizqina Nur Safira	3A	4	5	5	5	5	4	4
33.	Citra Dias Larasati	3A	5	5	5	5	5	2	2
34.	Ananda Pradita Putri	3A	3	4	3	4	3	3	3
35.	Naura Izza Zahro'	3A	4	5	5	4	4	4	5

36.	Muhammad I.A	3A	5	1	1	1	1	4	2
37.	Kristin Yulinar	3A	5	5	5	5	5	3	3
38.	Ayu Nadhirah	3A	2	4	2	5	3	1	1
39.	Moch. Arif Alifian D	3A	3	1	1	1	1	4	5
40.	Shelvi Nadia S	3A	5	4	4	4	4	2	2
41.	Maulidia Zahrotus	3A	2	4	2	4	4	4	4
42.	Cinta Salsabilah F	3A	5	4	5	5	5	2	2
43.	Khalista	3A	4	4	4	4	4	4	4
44.	Sylfra B.B.D	3A	4	4	4	4	4	4	4
45.	Syahrul Mubarrok	3A	4	3	3	3	3	2	3
46.	Aryo Ramagenis	5A	3	1	1	1	1	2	2
47.	Febryanti Abas F	5A	4	4	3	5	5	2	4
48.	Muhammad Asrofi	5A	4	3	3	4	5	3	3
49.	M. Andika Bagus S	5A	5	3	3	3	3	3	3
50.	Sekar Mahisa Asti	5A	5	5	5	5	5	3	3
51.	Meuthia	5A	5	5	5	5	5	2	2
52.	Harun Arosid	5A	5	1	3	2	4	2	4
53.	Zulvanisa Nur Laela	5A	4	5	5	5	5	3	3
54.	Dheta Ananda	5A	4	4	3	4	4	3	3
55.	Rezana Septya A	5A	4	3	3	4	3	1	1
56.	Titis Dwi Wilujeng	5A	5	4	4	4	4	4	3
57.	Sindi Tia Umarlinda	5A	5	5	5	5	5	1	1
58.	Alfina Damashola	5A	5	2	1	3	2	4	5
59.	Aldyth Fadhlur R.A.F	5A	4	4	4	4	4	1	1
60.	Deva Apriliano	5A	3	4	2	2	2	2	2
61.	Ferdyan Y.P.P	5A	3	4	4	3	4	3	3

62.	Aulia Rizki Nur I	5A	4	4	3	2	4	3	3
63.	Sharla Afdilla	5A	4	4	3	4	4	3	4
64.	Hawla Rosyida	5A	5	2	2	2	2	5	5
65.	Lusiana Nurliasari	5A	4	4	4	4	4	2	2
66.	Margaretha Maurits T	5A	4	3	3	3	3	3	3
67.	Sarbanun Tuanany	5A	4	5	5	5	5	3	1
68.	Diah Mustika C.S	5A	4	4	3	4	4	2	2
69.	Silvy Juliana Dewanti	7A	3	5	5	5	5	3	3
70.	Vika Mardiana S	7A	5	5	5	5	5	4	4
71.	Himas Akbar K	7A	4	5	4	4	4	2	2
72.	Kharisma Shafa' D	7A	4	4	4	5	5	3	4
73.	Mita Nur Kholipah	7A	4	3	4	5	4	3	3
74.	Mayla Puspa Rini	7A	4	4	3	4	4	3	3
75.	Alief Firmansyah	7A	4	3	2	3	4	2	2
76.	Rei Maharani	7A	2	4	2	5	3	4	5
77.	Frisa Prahara	7A	2	1	1	1	1	1	1
78.	Cleisya Alya Putri N	7A	2	2	2	4	4	4	2
79.	Aida Nur Fitriani	7A	5	4	4	5	5	5	5
80.	Adelia Tri	7A	4	3	3	4	3	4	4
81.	Salsabila Maulida N	7A	4	5	3	5	5	1	1
82.	Achmad Khaidar A.S	7A	3	2	1	1	2	3	5
83.	Danang Sunarjati P	7A	5	2	2	2	2	2	2
84.	Wisnu Karunia	7A	4	4	4	4	4	4	4
85.	Nagata Zamzami	7A	5	5	5	5	5	1	1
86.	Octavia Sridharma S	7A	4	3	3	3	3	3	3
87.	Putri Amalia Fitri	7A	4	5	4	5	5	4	5
88.	Muhammad Ferdinan	7A	3	3	3	3	3	5	5

89.	Achmad Daviq Z	7A	5	4	4	4	4	4	4
90.	Izzatul Layla	7A	5	4	4	4	4	2	2
91.	Achmad Roni L	7A	2	2	2	2	2	4	4
92.	Seftiana Ayu M.T.E	7A	4	5	5	5	5	3	3
93.	Nurul Hidayatul K	7A	4	3	3	3	3	2	2
94.	Nila N Z	7A	1	4	1	1	3	1	1
95.	Adistry Erwanda P	7A	5	1	1	1	1	4	5
96.	Sintiawati	7A	4	4	5	4	5	1	1
97.	Sinta Urnila	7A	3	3	3	3	3	3	3
98.	Anit Rosalinda	7A	4	4	4	4	4	4	4
99.	Restu Dwi Leonita	7A	4	5	4	4	4	4	5

No.	NAMA MAHASISWA	Semester	NOMOR PERTANYAAN					
			21	22	23	24	25	26
1.	Azzam Setiawan	1A	2	2	4	4	5	5
2.	Zidan Maghfiro T	1A	1	1	5	2	5	5
3.	Ayu Mega Selvia	1A	2	2	5	5	4	5
4.	Muhammad Rizki N	1A	3	3	5	5	5	5
5.	Husnaya	1A	2	2	4	2	4	4
6.	Himatul Mukaromah	1A	2	2	5	3	5	4
7.	Feriska Nofita R	1A	1	1	5	5	5	5
8.	Dwi Putri Engle L	1A	2	4	4	4	4	4
9.	Nadia	1A	4	4	4	4	5	5
10.	Nadia Arya	1A	3	3	4	4	4	4
11.	Sarahdiba Khairunisa	1A	1	1	5	4	5	5
12.	Haiba Pradita Aditya	1A	3	3	4	3	4	4

13.	Najwa	1A	4	4	5	5	5	4
14.	Muhammad Anas A	1A	3	3	3	3	4	4
15.	Dewi Alifia	1A	2	2	2	2	2	4
16.	Nur Kamilatur R	3A	2	2	5	3	4	5
17.	R. Arrayyandi P.Y	3A	2	2	2	2	4	4
18.	Erika Agustina	3A	1	1	4	4	4	3
19.	Anis Khoirun Nisa'	3A	3	3	3	3	5	4
20.	Roseland Efendy	3A	2	2	2	2	2	4
21.	Novendi Setiawan	3A	3	3	4	4	5	5
22.	Tujadhi Khamid	3A	2	2	2	2	4	4
23.	Rike Nurvania Sagita	3A	2	2	4	3	4	4
24.	Diyah Ayu Ning T	3A	5	5	5	2	5	5
25.	Sukma Cahayaning A	3A	5	5	5	5	5	4
26.	Neni Lovia	3A	4	4	4	4	5	5
27.	Muhammad Nur K	3A	1	1	4	4	4	4
28.	Adid Jauhari Lutfi	3A	1	5	3	3	4	5
29.	Jihan Naila Ilma	3A	1	1	4	4	4	4
30.	Awan Nur Hakim	3A	2	2	2	2	5	5
31.	Icha Oktalia	3A	4	4	2	2	4	4
32.	Rizqina Nur Safira	3A	3	4	4	3	5	5
33.	Citra Dias Larasati	3A	2	2	5	3	5	4
34.	Ananda Pradita Putri	3A	3	3	3	3	5	5
35.	Naura Izza Zahro'	3A	3	5	4	3	5	5
36.	Muhammad I.A	3A	4	4	2	4	5	4
37.	Kristin Yulinar	3A	3	3	4	4	5	4
38.	Ayu Nadhirah	3A	1	1	2	3	5	5
39.	Moch. Arif Alifian D	3A	2	5	4	5	5	4

40.	Shelvi Nadia S	3A	2	2	4	3	4	4
41.	Maulidia Zahrotus	3A	2	4	5	2	5	5
42.	Cinta Salsabilah F	3A	2	2	5	5	5	5
43.	Khalista	3A	4	4	4	4	4	4
44.	Sylfra B.B.D	3A	3	3	4	3	4	5
45.	Syahrul Mubarrok	3A	3	3	4	4	4	4
46.	Aryo Ramagenis	5A	2	2	3	3	4	4
47.	Febryanti Abas F	5A	2	4	5	5	5	5
48.	Muhammad Asrofi	5A	4	5	4	3	5	5
49.	M. Andika Bagus S	5A	3	3	4	4	4	4
50.	Sekar Mahisa Asti	5A	3	3	2	2	5	5
51.	Meuthia	5A	2	2	5	5	4	4
52.	Harun Arosid	5A	2	5	4	5	5	5
53.	Zulvanisa Nur Laela	5A	3	3	5	3	4	5
54.	Dheta Ananda	5A	3	3	4	4	4	4
55.	Rezana Septya A	5A	1	1	4	3	5	4
56.	Titis Dwi Wilujeng	5A	2	3	4	3	4	4
57.	Sindi Tia Umarlinda	5A	1	1	4	3	5	5
58.	Alfina Damashola	5A	3	5	4	4	5	5
59.	Aldyth Fadhlor R.A.F	5A	1	1	3	4	4	4
60.	Deva Apriliano	5A	2	2	2	2	2	4
61.	Ferdyan Y.P.P	5A	4	4	3	3	4	5
62.	Aulia Rizki Nur I	5A	2	3	4	2	5	4
63.	Sharla Afdilla	5A	3	4	3	3	4	4
64.	Hawla Rosyida	5A	5	5	5	4	5	5
65.	Lusiana Nurliasari	5A	2	2	4	4	4	4
66.	Margaretha Maurits T	5A	3	4	4	3	5	4

67.	Sarbanun Tuanany	5A	1	1	5	5	5	5
68.	Diah Mustika C.S	5A	2	2	3	2	4	4
69.	Silvy Juliana Dewanti	7A	3	3	4	4	4	4
70.	Vika Mardiana S	7A	4	5	4	3	5	5
71.	Himas Akbar K	7A	2	2	3	3	4	3
72.	Kharisma Shafa' D	7A	3	4	3	4	5	4
73.	Mita Nur Kholipah	7A	3	3	5	4	5	5
74.	Mayla Puspa Rini	7A	3	3	3	4	4	4
75.	Alief Firmansyah	7A	2	1	5	1	4	5
76.	Rei Maharani	7A	5	5	4	4	5	4
77.	Frisa Prahara	7A	1	1	3	4	3	1
78.	Cleisya Alya Putri N	7A	2	4	4	3	4	2
79.	Aida Nur Fitriani	7A	5	5	5	5	5	4
80.	Adelia Tri	7A	4	5	5	5	5	5
81.	Salsabila Maulida N	7A	1	1	2	2	5	5
82.	Achmad Khaidar A.S	7A	4	5	3	3	4	4
83.	Danang Sunarjati P	7A	2	2	2	2	4	5
84.	Wisnu Karunia	7A	4	4	4	4	4	4
85.	Nagata Zamzami	7A	1	1	5	5	5	5
86.	Octavia Sridharma S	7A	3	3	4	3	4	4
87.	Putri Amalia Fitri	7A	5	4	5	5	5	5
88.	Muhammad Ferdinan	7A	3	4	5	5	5	5
89.	Achmad Daviq Z	7A	4	4	3	3	4	4
90.	Izzatul Layla	7A	2	2	4	4	4	4
91.	Achmad Roni L	7A	2	4	4	2	4	4
92.	Seftiana Ayu M.T.E	7A	3	3	5	5	5	5
93.	Nurul Hidayatul K	7A	2	2	3	2	4	4

94.	Nila N Z	7A	1	3	1	4	4	3
95.	Adistry Erwanda P	7A	4	5	2	4	5	4
96.	Sintiawati	7A	1	1	1	1	5	5
97.	Sinta Urnila	7A	3	3	3	3	3	4
98.	Anit Rosalinda	7A	4	4	4	4	4	4
99.	Restu Dwi Leonita	7A	5	5	5	3	5	4

No.	NAMA MAHASISWA	Semester	NOMOR PERTANYAAN			
			27	28	29	30
1.	Azzam Setiawan	1A	5	5	4	4
2.	Zidan Maghfiro T	1A	5	5	5	5
3.	Ayu Mega Selvia	1A	4	4	3	3
4.	Muhammad Rizki N	1A	5	5	5	5
5.	Husnaya	1A	4	4	4	4
6.	Himatul Mukaromah	1A	5	4	4	4
7.	Feriska Nofita R	1A	5	5	5	5
8.	Dwi Putri Engle L	1A	4	4	4	4
9.	Nadia	1A	4	4	5	5
10.	Nadia Arya	1A	4	4	4	4
11.	Sarahdiba Khairunisa	1A	4	5	5	5
12.	Haiba Pradita Aditya	1A	3	3	3	4
13.	Najwa	1A	3	4	4	4
14.	Muhammad Anas A	1A	4	4	4	4
15.	Dewi Alifia	1A	4	4	4	4
16.	Nur Kamilatur R	3A	5	3	4	4
17.	R. Arrayyandi P.Y	3A	5	5	5	5

18.	Erika Agustina	3A	3	3	3	3
19.	Anis Khoirun Nisa'	3A	4	4	4	4
20.	Roseland Efendy	3A	5	5	5	4
21.	Novendi Setiawan	3A	4	4	5	4
22.	Tujadhi Khamid	3A	4	5	5	5
23.	Rike Nurvania Sagita	3A	4	4	4	4
24.	Diyah Ayu Ning T	3A	5	5	5	5
25.	Sukma Cahyaning A	3A	4	4	4	4
26.	Neni Lovia	3A	5	5	5	5
27.	Muhammad Nur K	3A	4	4	4	4
28.	Adid Jauhari Lutfi	3A	2	4	3	2
29.	Jihan Naila Ilma	3A	4	4	4	4
30.	Awan Nur Hakim	3A	5	4	5	4
31.	Icha Oktalia	3A	4	4	5	4
32.	Rizqina Nur Safira	3A	5	4	4	4
33.	Citra Dias Larasati	3A	5	4	4	4
34.	Ananda Pradita Putri	3A	4	4	4	4
35.	Naura Izza Zahro'	3A	5	5	5	5
36.	Muhammad I.A	3A	3	3	4	5
37.	Kristin Yulinar	3A	4	4	4	4
38.	Ayu Nadhirah	3A	5	5	5	5
39.	Moch. Arif Alifian D	3A	5	5	4	5
40.	Shelvi Nadia S	3A	3	4	4	4
41.	Maulidia Zahrotus	3A	5	5	4	5
42.	Cinta Salsabilah F	3A	5	4	4	4
43.	Khalista	3A	4	4	4	4
44.	Sylfra B.B.D	3A	5	4	4	4

45.	Syahrul Mubarrok	3A	4	3	4	3
46.	Aryo Ramagenis	5A	5	3	4	4
47.	Febryanti Abas F	5A	4	4	4	4
48.	Muhammad Asrofi	5A	4	4	4	4
49.	M. Andika Bagus S	5A	4	4	4	4
50.	Sekar Mahisa Asti	5A	5	4	4	4
51.	Meuthia	5A	4	4	4	4
52.	Harun Arosid	5A	5	4	4	4
53.	Zulvanisa Nur Laela	5A	5	5	4	4
54.	Dheta Ananda	5A	4	4	4	4
55.	Rezana Septya A	5A	4	4	4	4
56.	Titis Dwi Wilujeng	5A	4	5	5	4
57.	Sindi Tia Umarlinda	5A	5	4	4	4
58.	Alfina Damashola	5A	5	4	4	4
59.	Aldyth Fadhlur R.A.F	5A	4	4	4	4
60.	Deva Apriliano	5A	4	3	3	3
61.	Ferdyan Y.P.P	5A	5	4	4	4
62.	Aulia Rizki Nur I	5A	4	4	3	4
63.	Sharla Afdilla	5A	4	4	4	4
64.	Hawla Rosyida	5A	5	5	5	5
65.	Lusiana Nurliasari	5A	4	4	4	4
66.	Margaretha Maurits T	5A	4	4	4	4
67.	Sarbanun Tuanany	5A	4	4	5	5
68.	Diah Mustika C.S	5A	4	4	4	4
69.	Silvy Juliana Dewanti	7A	5	5	5	5
70.	Vika Mardiana S	7A	5	5	5	5
71.	Himas Akbar K	7A	4	4	4	4

72.	Kharisma Shafa' D	7A	5	4	4	4
73.	Mita Nur Kholipah	7A	5	5	5	5
74.	Mayla Puspa Rini	7A	4	4	4	4
75.	Alief Firmansyah	7A	5	4	5	5
76.	Rei Maharani	7A	5	4	3	5
77.	Frisa Prahara	7A	3	3	3	3
78.	CleisyA Alya Putri N	7A	4	4	2	4
79.	Aida Nur Fitriani	7A	4	3	4	4
80.	Adelia Tri	7A	3	4	4	5
81.	Salsabila Maulida N	7A	4	4	5	4
82.	Achmad Khaidar A.S	7A	4	4	4	4
83.	Danang Sunarjati P	7A	5	4	3	5
84.	Wisnu Karunia	7A	4	4	4	4
85.	Nagata Zamzami	7A	5	5	5	5
86.	Octavia Sridharma S	7A	4	4	4	4
87.	Putri Amalia Fitri	7A	5	4	5	5
88.	Muhammad Ferdinan	7A	4	5	4	4
89.	Achmad Daviq Z	7A	4	4	4	4
90.	Izzatul Layla	7A	4	4	4	4
91.	Achmad Roni L	7A	4	3	4	4
92.	Seftiana Ayu M.T.E	7A	4	5	5	5
93.	Nurul Hidayatul K	7A	4	4	4	4
94.	Nila N Z	7A	4	4	4	4
95.	Adistry Erwanda P	7A	4	4	4	4
96.	Sintiawati	7A	5	5	1	1
97.	Sinta Urnila	7A	3	4	3	3
98.	Anit Rosalinda	7A	4	4	4	4

99.	Restu Dwi Leonita	7A	4	5	4	2
-----	-------------------	----	---	---	---	---

No.	NAMA MAHASISWA	Semester	NOMOR PERTANYAAN				
			31	32	33	34	35
1.	Azzam Setiawan	1A	5	4	3	4	4
2.	Zidan Maghfiro T	1A	5	4	5	5	4
3.	Ayu Mega Selvia	1A	5	4	4	4	4
4.	Muhammad Rizki N	1A	5	5	5	5	5
5.	Husnaya	1A	4	4	4	4	4
6.	Himatul Mukaromah	1A	4	4	4	4	4
7.	Feriska Nofita R	1A	5	5	5	5	5
8.	Dwi Putri Engle L	1A	4	4	4	4	4
9.	Nadia	1A	5	4	4	5	4
10.	Nadia Arya	1A	4	4	4	4	4
11.	Sarahdiba Khairunisa	1A	5	5	2	5	5
12.	Haiba Pradita Aditya	1A	4	3	3	4	3
13.	Najwa	1A	4	4	3	4	4
14.	Muhammad Anas A	1A	4	4	4	5	4
15.	Dewi Alifia	1A	4	4	4	4	4
16.	Nur Kamilatur R	3A	4	4	2	4	4
17.	R. Arrayyandi P.Y	3A	5	4	2	4	2
18.	Erika Agustina	3A	4	3	4	3	3
19.	Anis Khoirun Nisa'	3A	4	4	4	4	4
20.	Roseland Efendy	3A	5	5	4	5	4
21.	Novendi Setiawan	3A	4	5	5	4	3
22.	Tujadhi Khamid	3A	5	5	3	5	5

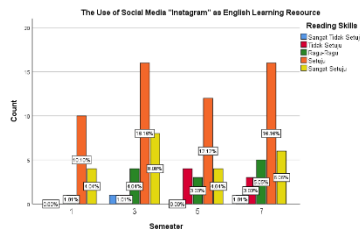
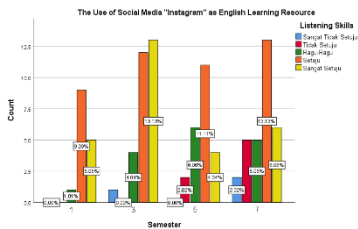
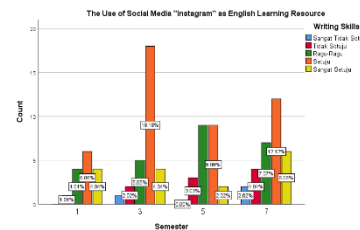
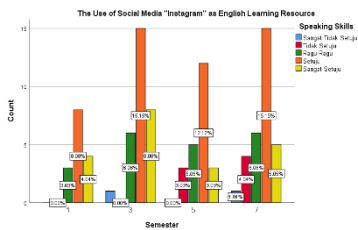
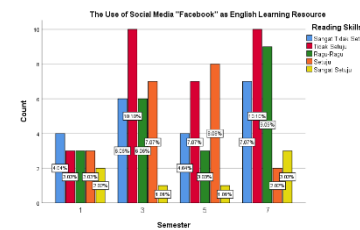
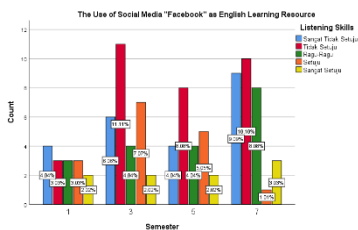
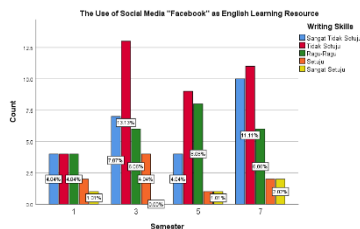
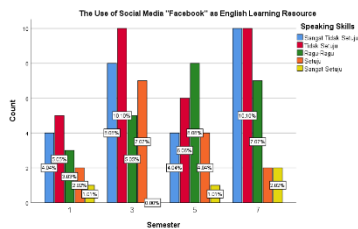
23.	Rike Nurvania Sagita	3A	4	4	4	4	3
24.	Diyah Ayu Ning T	3A	5	5	5	5	5
25.	Sukma Cahyaning A	3A	4	4	4	4	4
26.	Neni Lovia	3A	4	4	4	4	4
27.	Muhammad Nur K	3A	4	4	4	4	4
28.	Adid Jauhari Lutfi	3A	4	4	5	4	2
29.	Jihan Naila Ilma	3A	4	4	4	4	4
30.	Awan Nur Hakim	3A	4	5	3	4	3
31.	Icha Oktalia	3A	4	4	4	4	4
32.	Rizqina Nur Safira	3A	4	4	4	4	4
33.	Citra Dias Larasati	3A	4	4	5	4	4
34.	Ananda Pradita Putri	3A	4	4	5	4	3
35.	Naura Izza Zahro'	3A	5	5	4	5	5
36.	Muhammad I.A	3A	3	3	4	3	3
37.	Kristin Yulinar	3A	4	4	3	4	4
38.	Ayu Nadhirah	3A	4	4	3	4	2
39.	Moch. Arif Alifian D	3A	3	5	2	4	5
40.	Shelvi Nadia S	3A	5	4	4	4	4
41.	Maulidia Zahrotus	3A	4	4	4	4	3
42.	Cinta Salsabilah F	3A	5	5	3	4	4
43.	Khalista	3A	4	4	4	4	4
44.	Sylfra B.B.D	3A	4	4	4	4	4
45.	Syahrul Mubarrok	3A	3	3	3	5	5
46.	Aryo Ramagenis	5A	4	4	3	4	3
47.	Febryanti Abas F	5A	3	3	4	4	4
48.	Muhammad Asrofi	5A	4	4	4	4	3
49.	M. Andika Bagus S	5A	4	4	3	4	3

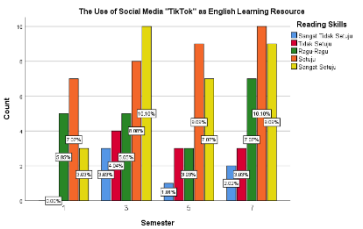
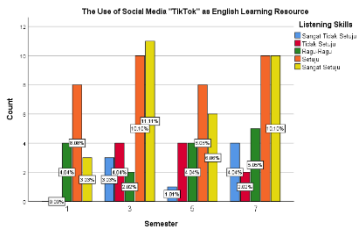
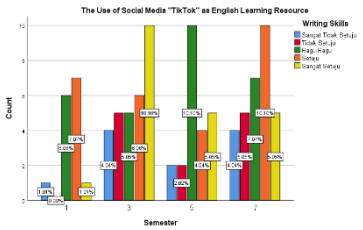
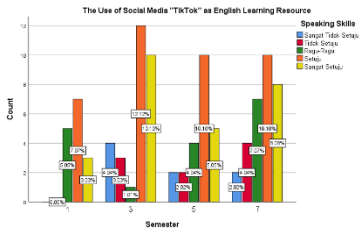
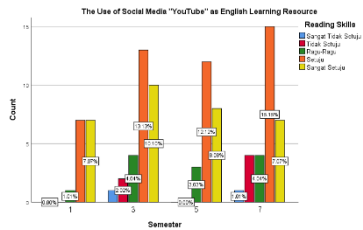
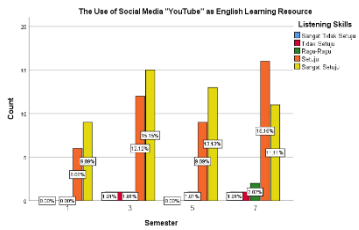
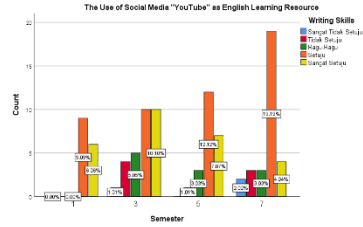
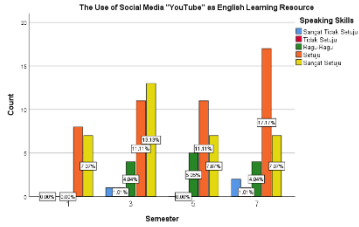
50.	Sekar Mahisa Asti	5A	5	5	5	4	3
51.	Meuthia	5A	4	4	4	4	5
52.	Harun Arosid	5A	5	4	2	4	4
53.	Zulvanisa Nur Laela	5A	5	4	3	4	2
54.	Dheta Ananda	5A	4	3	3	4	4
55.	Rezana Septya A	5A	4	4	2	4	4
56.	Titis Dwi Wilujeng	5A	4	4	4	4	4
57.	Sindi Tia Umarlinda	5A	4	4	4	4	4
58.	Alfina Damashola	5A	3	4	3	4	4
59.	Aldyth Fadhlur R.A.F	5A	4	3	4	4	4
60.	Deva Apriliano	5A	4	3	4	3	2
61.	Ferdyan Y.P.P	5A	4	4	4	4	4
62.	Aulia Rizki Nur I	5A	4	4	5	4	3
63.	Sharla Afdilla	5A	4	4	4	4	4
64.	Hawla Rosyida	5A	5	5	3	5	4
65.	Lusiana Nurliasari	5A	4	4	3	4	3
66.	Margaretha Maurits T	5A	4	4	3	4	4
67.	Sarbanun Tuanany	5A	4	5	3	5	5
68.	Diah Mustika C.S	5A	4	4	4	4	4
69.	Silvy Juliana Dewanti	7A	5	5	3	5	4
70.	Vika Mardiana S	7A	4	4	5	5	4
71.	Himas Akbar K	7A	3	4	4	3	4
72.	Kharisma Shafa' D	7A	4	4	4	4	4
73.	Mita Nur Kholipah	7A	5	5	5	5	5
74.	Mayla Puspa Rini	7A	4	4	4	4	3
75.	Alief Firmansyah	7A	4	5	4	5	4
76.	Rei Maharani	7A	3	4	3	4	4

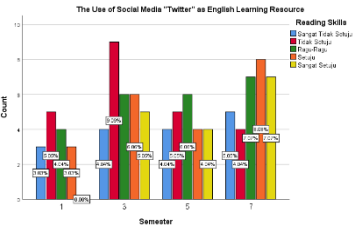
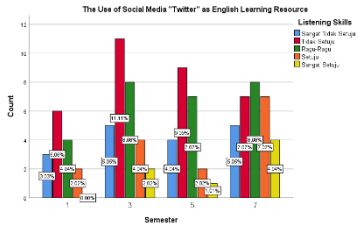
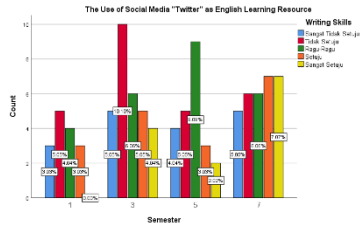
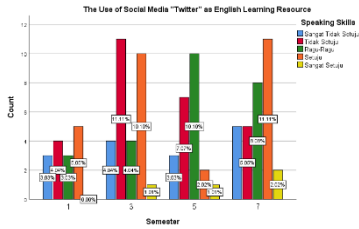
77.	Frisa Prahara	7A	3	4	2	3	1
78.	Cleisya Alya Putri N	7A	2	4	4	2	2
79.	Aida Nur Fitriani	7A	5	4	5	3	3
80.	Adelia Tri	7A	5	3	5	5	5
81.	Salsabila Maulida N	7A	4	4	3	4	3
82.	Achmad Khaidar A.S	7A	5	4	5	4	3
83.	Danang Sunarjati P	7A	3	3	3	3	3
84.	Wisnu Karunia	7A	4	4	4	4	4
85.	Nagata Zamzami	7A	5	5	5	5	5
86.	Octavia Sridharma S	7A	4	4	4	4	4
87.	Putri Amalia Fitri	7A	5	5	3	4	3
88.	Muhammad Ferdinan	7A	4	4	4	4	5
89.	Achmad Daviq Z	7A	4	4	5	5	5
90.	Izzatul Layla	7A	4	4	4	1	4
91.	Achmad Roni L	7A	3	3	4	4	3
92.	Seftiana Ayu M.T.E	7A	5	5	3	5	4
93.	Nurul Hidayatul K	7A	4	4	3	4	4
94.	Nila N Z	7A	3	3	4	3	3
95.	Adistry Erwanda P	7A	4	4	4	4	3
96.	Sintiawati	7A	1	1	1	5	1
97.	Sinta Urnila	7A	3	3	4	3	3
98.	Anit Rosalinda	7A	3	4	3	4	4
99.	Restu Dwi Leonita	7A	5	4	4	3	4

APPENDIX 5 THE RESULT OF DESCRIPTIVE STATISTIC

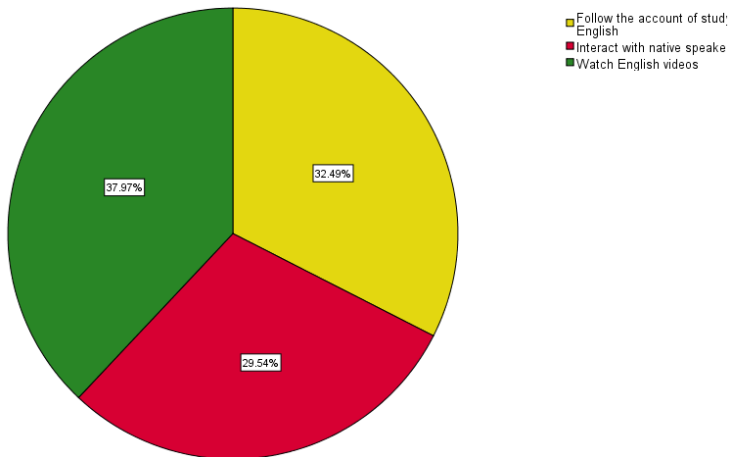
The Kinds of social media That are Mostly Used as English Learning Resources for The Students



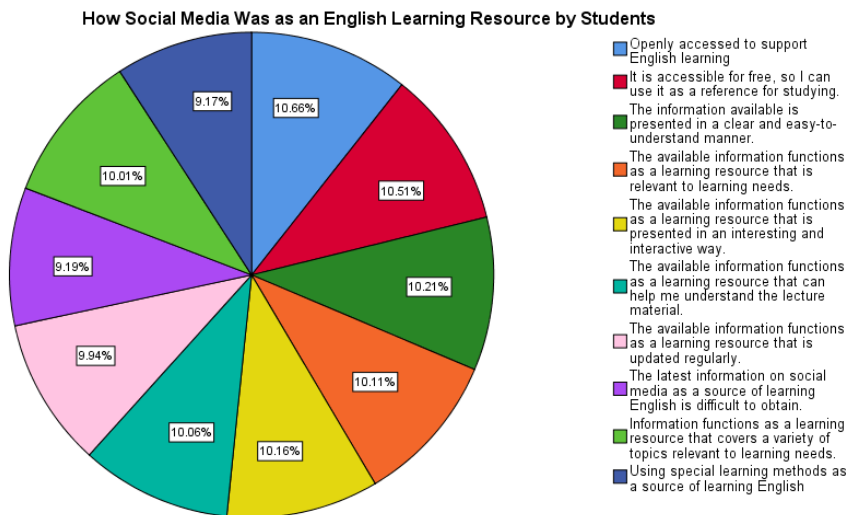




The Use of Social Media as English Learning Resources for The Students



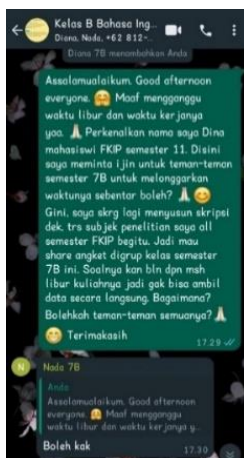
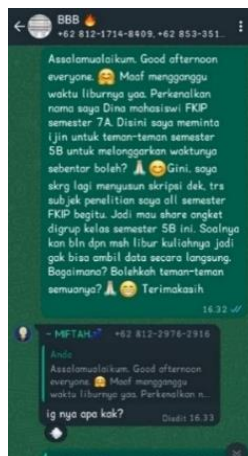
How Social Media Was as an English Learning Resource by Students



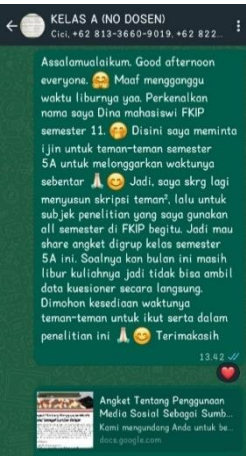
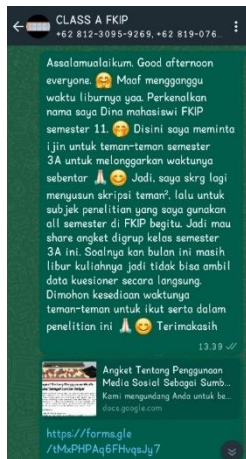
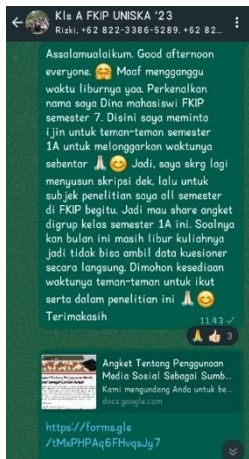
APPENDIX 6

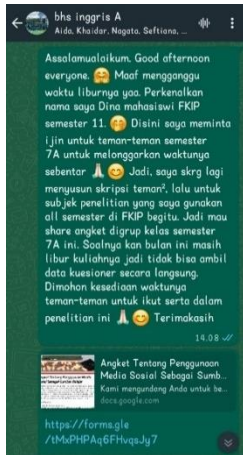
DOCUMENTATION

Asking permission from the head of class B to coordinate the trial questionnaire via WhatsApp.



Request permission from the head of class A to coordinate conducting the questionnaire test via WhatsApp.





Questionnaire Display in Google Form

Angket Tentang Penggunaan Media Sosial Sebagai Sumber Belajar

Kami mengundang Anda untuk berpartisipasi dalam penelitian ini dengan mengisi kuesioner ini. Tujuan penelitian ini adalah untuk mendeskripsikan tentang macam-macam media sosial yang paling banyak digunakan sebagai sumber belajar Bahasa Inggris dan bagaimana media sosial digunakan oleh mahasiswa sebagai sumber belajar Bahasa Inggris. Partisipasi Anda sangat penting untuk membantu penelitian kami. Kami mohon kesediaan untuk mengisi kuesioner ini dengan jujur. Identitas responden terjaga kerahasiaannya serta kuesioner ini tidak berpengaruh terhadap nilai Bahasa Inggris maupun di rapor.

Petunjuk Pengisian:

- Isilah identitas anda dengan benar.
- Bacalah pertanyaan-pertanyaan berikut dengan cermat sebelum anda menjawabnya.
- Berilah tanda centang (x) pada kolom yang telah disesuaikan dengan hati nurani anda, yaitu:

SS = Sangat Setuju
S = Setuju
R = Ragu-Ragu
TS = Tidak Setuju
STS = Sangat Tidak Setuju

Selamat mengerjakan!

a1y2a3inggris@gmail.com Ganti akun
Tidak dibagikan

*Menunjukkan pertanyaan yang wajib diisi.

Semester *

1A
 3A
 5A
 7A

Nama *

Jawaban Anda _____

Angket Tentang Penggunaan Media Sosial

1. Saya menggunakan Instagram setiap hari. *

Sangat Setuju
 Setuju
 Ragu
 Tidak Setuju
 Sangat Tidak Setuju

2. Saya menggunakan Twitter setiap hari. *

Sangat Setuju
 Setuju
 Ragu
 Tidak Setuju
 Sangat Tidak Setuju



YAYASAN BINA CENDEKIA MUSLIM PANCASILA KEDIRI
UNIVERSITAS ISLAM KADIRI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

PRODI : PENDIDIKAN BAHASA INGGRIS (Terakreditasi B)
KEPUTUSAN BAN - PT NOMOR : 11246/SK/BAN-PT/Ak-PPJ/S/IX/2021

Sekretariat : Jln. Sersan Suharmaji No. 38 Telp. (0354) 684651, 683243 Fax. (0354) 684651 Kediri
www.uniska-kediri.ac.id surel fkip@uniska-kediri.ac.id

BERITA ACARA
PENYELENGGARAAN SEMINAR PROPOSAL

Pada hari Senin Tanggal : 15 Januari Tahun
2024 Program Studi Pendidikan Bahasa Inggris Fakultas
Keguruan dan Ilmu Pendidikan Universitas Islam Kadiri (UNISKA), Kediri telah menyelenggarakan
Seminar Proposal Mahasiswa:

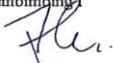
Nama : Adry Nurdina Fajriah
N P M : 18020230037
Jam : 11.00 WIB - selesai
Judul : The Use of Social Media as A Learning Resource
For The students of Islamic University of
Kadiri Kediri

Pelaksanaan Seminar Proposal secara (offline/~~online~~) dengan keterangan :

Dengan dinyatakan : Lulus/ Tidak dengan nilai

Lulus dengan Syarat

Dosen Pembimbing I


Irwan Sulistyanto, M.Pd

Dosen Pembimbing II


Dr. Wawan Terry, S., M. Pd

Catatan:

- Berita Acara ini ditandatangani oleh Dosen Pembimbing dan dikumpulkan pada Ketua Program Studi
- Coret (*) bagian yang tidak perlu
- Surat persetujuan ini sebagai salah satu syarat yang dilampirkan pada pendaftaran ujian skripsi

**LAPORAN PELAKSANAAN SEMINAR PROPOSAL SKRIPSI
PRODI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS ISLAM KADIRI
DAFTAR HADIR PESERTA SEMINAR PROPOSAL**

Assalamu'alaikum Wr. Wb.

Pada Hari : Senin Tanggal 15 Bulan January Tahun 2024

Saya :
Nama : Adry Nurdina Fajriah
N P M : 18020230037

Telah melaksanakan Seminar Proposal saya, yang berjudul
The Use of Social Media as A Learning Resource For
the students of Islamic University of Kediri Kediri

Yang dihadiri oleh

No	NAMA PESERTA	N P M	SEMESTER	TANDA TANGAN
1	FRISA PRANAPA	20020230006	7	10
2	IZZATUL CAHYA	20020230037	7	2 Alete
3	Sinta Arnita	20020230045	7	3 SML
4	Aida Nur Fitriani	20020230096	7	4
5	Mayla Puspa Rimi	20020230054	7	5
6	Nurul Hidayatul Khuma	20020230007	7	6
7	Nila Wafkhanuz Zuhriyah	20020230059	7	7
8	Salsabila Maulida M.	20020230053	7	8
9	M.BKA RAHMATIA F.	20020230022	7	9
10	Nagata Zamzam	20020230009	7	10
11	Cleina Alya P.N.	20020230005	7	11
12	Rerhi Dwi Leonita	20020230058	7	12
13	Danang Sunarjati P	20020230009	7	13
14	Ami Prasalinda	20020230011	7	14
15	Mita Nur Cholipah	20020230053	7	15

Demikian laporan ini saya sampaikan dalam rangka untuk memenuhi salah satu ketentuan penelitian Skripsi

Mengetahui,
Dosen Pembimbing

Kediri, 15 January 2024
Ketua Program Studi

- I. Irwan Sulistyanto,
M.Pd
- II. Dr. Wawan Hery,
S.,M.Pd

M. SYAFIUS MUCHYDIN, M.Pd.
NIP. 040.1.2014.005



BERITA ACARA BIMBINGAN SKRIPSI

Nama : Adry Nurdina Fajriah
N P M : 18020230037
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Use of Social Media As An English Learning Resource
For The Students of Islamic University of Kadiri Kediri

Tanggal mengajukan skripsi : 2 Desember 2023

Dosen pembimbing I : Irwan Sulistyanto, M.Pd.

Jadwal konsultasi :

No	Tanggal Konsultasi	Materi Konsultasi	Paraf Pembimbing
1.	2 Desember 2023	Judul Skripsi	f
2.	4 Desember 2023	Bab 1	f
3.	9 Januari 2024	Bab 1 – 3	f
4.	15 Januari 2024	Seminar Proposal	f
5.	30 Januari 2024	Validator Instrument	f
6.	31 Januari 2024	Trial Instrument	f
7.	6 Febuari 2024	Validitas & Reliabilitas	f
8.	17 Febuari 2024	Instument penelitian	f
9.	20 Maret 2024	Bab 1 – Bab 5 & Kelengkapan	f
10.			

Tanggal selesai menulis skripsi : 21 Maret 2024

Telah dievaluasi / diuji pada _____

Nilai yang diperoleh : A B C D dengan catatan _____

Dosen Pembimbing

IRWAN SULISTYANTO, M.Pd
NIDN. 0718039101



SRT WULANDARI, M.Pd.
NIDN. 0716028104



UNIVERSITAS ISLAM KADIRI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jalan Sersan Suharnaji No. 38 Telp. (0354) 683243 Fax (0354) 684651 Kediri

BERITA ACARA BIMBINGAN SKRIPSI

N a m a : Adry Nurdina Fajriah
N P M : 18020230037
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Use of Social Media As An English Learning Resource
For The Students of Islamic University of Kediri Kediri

Tanggal mengajukan skripsi : 2 Desember 2023
Dosen pembimbing II : Dr. Wawan Herry S., M.Pd.

Jadwal konsultasi :

No	Tanggal Konsultasi	Materi Konsultasi	Paraf Pembimbing
1.	12 Desember 2023	Bab 1	
2.	9 Januari 2024	Bab 1-3	
3.	15 Januari 2024	Seminar Proposal	
4.	4 Febuari 2024	Uji Validitas & Reliabilitas	
5.	25 Maret 2024	Bab 1 – 5 & Kelengkapan	

Tanggal selesai menulis skripsi : 21 Maret 2024
Telah dievaluasi / diuji pada : _____
Nilai yang diperoleh : A B C D dengan catatan _____

Dosen Pembimbing

Dr. WAWAN HERRY S., M.Pd.
NIDN. 0705128201

SRIWULANDARI, M.Pd.
NIDN. 0716028104



BLANKO REVISI

N a m a : Adry Nurdina Fajriah
NPM : 18020230037
Program Studi : Pendidikan Bahasa Inggris

No.	Materi	Revisi
1.	Thesis	Format penulisan rata kiri
2.	List of tables & Figures	Format penulisan di rapikan
3.	Definition of key terms	Penjelasan lebih spesifik
4.	Research Design	Diberikan alasan kenapa mengambil metode/design tersebut
5.	Research Background	Diberikan Novelty, harapan penelitian
6.	Abstract & Discussion	Diberikan Novelty, perbedaan penelitian dulu vs sekarang

Kediri, 22 April 2024

Penguji.

1. Wildan Isna Asyhar, S.Pd.I, M.Pd.
2. Irwan Sulistyanto, M.Pd.
3. Dr. Wawan Herry S., M.Pd.

Tanda Tangan