

STUDENTS' PERSPECTIVES ON MULTI-WORD VOCABULARY LEARNING THROUGH SOCIAL MEDIA TO IMPROVE THEIR ENGLISH SKILLS

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Abstract

In the era of society 5.0, technology cannot be separated from people's education. One of the technological products that can be used in English Language Teaching in Education 5.0 is social media. This study aimed to explain students' perspectives on multi-word vocabulary learning through social media to improve their English skills. Multi-word vocabulary means a set of words that are commonly used together in discourse. This study was a case study using a qualitative approach. Data were taken from 5 English language education students at a private university in South Kalimantan. Data collection techniques was carried out by means of in-depth interviews. The participants were interviewed based on the given themes. Subsequently, thematic analyses were also used in this study. As a result, this study answered three great themes that were broken down into several questions in the interview list, such as types of social media used by the students, role of social media on multi-word vocabulary learning and students' challenges and suggestions on multi-word vocabulary learning through social media. Finally, the results of this study provided that all participants agreed that learning multi-word vocabulary through social media could improve their English skills. In addition, it can be used as additional information to future researchers, teachers, students, and educational stakeholders related to utilizing the use of social media to learn English, especially multi-word vocabulary.

Keywords – Multi-word Vocabulary Learning, Social Media, Students' Perspective

Introduction

The issue of vocabulary still becomes a serious thing or English as Foreign Language (EFL) students in Indonesia. Some previous studies reveal that Indonesian students have lack of vocabulary mastery (Pratiwi, et al., 2017; Novianti, 2016; Aristya, 2018). It becomes one of the reasons why vocabulary learning has been attracting a lot of attention in teaching of second languages and learning pedagogy since decades ago. Moreover, Novianti (2016) noted that the receptive vocabulary scores of second year undergraduate students in an English Education Program in Indonesian college are lower than 2000 words. It indicates that mastering vocabulary still becomes the pivotal problem in Indonesia.

Moreover, previous researchers (Quinn, 1968; Barnard, 1963 as cited in Read & Nation, 1986; Abdullah, 2012) have confirmed that vocabulary knowledge of university students in Asia is still inadequate and demonstrates a low level of vocabulary mastery. Furthermore, the findings of Novianti (2016) are in line with those of Quinn (1968) cited in Read and Nation (1986) who confirmed that 'the average university entrant in his sample had a vocabulary of 1000 words after six years of study'. Therefore, it can be stated that Quinn's research findings which were undertaken more than five decades ago are still relevant in this decade. Based on this fact, we can state that there are no significant differences between the undergraduate students' vocabulary mastery in Indonesia for five decades ago.

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That is why there should be a solution to solve this problem.

Many studies have also been conducted by researchers to improve students' vocabulary mastery (Nilawati, 2009; Febriansyah, 2016; Lubis, 2017). However, those were focused on single-word vocabulary. Study related to another part of vocabulary has been relatively neglected by the researchers. Within the field of vocabulary, there is another point which can be regarded as a new theory. It is "multi-word vocabulary." This still gets less attention rather than single-word vocabulary. Whereas, this vocabulary is also commonly used by the speakers or writer in their daily activity. Therefore, the study about multi-word vocabulary is also crucial to be conducted in order to know how language learners learn about this vocabulary.

In recent years, social media has become an integral part of students' daily lives in learning vocabulary. This is because social media offers a variety of tools and platforms for learning and self-development to improve students' vocabulary. Many studies have also been conducted regarding the use of social media for learning vocabulary (Kurniawan, 2019; Domingo & Aguillon, 2021; Nabilla et al., 2022; Setiawati & Sunra, 2023). However, they are all still focused on mastering a single vocabulary. Furthermore, many studies have also shown that social media can improve a person's English language skills, both learning English in general (Safitri et al., 2022) and specifically in terms of listening (Sitorus & Azir, 2021), speaking. (Kuning, 2020), reading (Sitorus & Azir, 2021; Khumaeroh & Mayuni, 2023) and writing (Dewi, 2022). Based on these studies, it also shows that one area where social media can contribute significantly is in multi-word vocabulary learning, which is an important aspect of English language proficiency.

The awareness of language learners in using multi-word vocabulary in their

discourse is still low. It is supported by Biber et al. (2021, p. 982) who mentioned that language learners still often ignore multi-word vocabulary, which includes phrases, collocations, idioms, lexical bundles, and free word combinations. In addition, Ifadloh et al. (2021) confirms that many researchers focus on observations related to single vocabulary rather than word combinations or multi-word vocabulary. In fact, multi-word vocabulary is an important part of English proficiency since they are constantly used in speech, both in written and oral form (Biber et al., 2021). Therefore, they are necessary for understanding and clear communication in various environments, such as social, professional, and academic ones. However, learning multi-word vocabulary was difficult, especially for Indonesia students as non-native English speakers because they were not helped to learn multi-word vocabulary in their English textbook. (Ifadloh et al., 2021) This is because they have to master word combinations, which in some cases have specific rules for combining them. In this case, social media provides opportunities for language learners to participate in multi-word vocabulary learning due to its wide reach and adaptability.

Social media platforms are often designed to be interactive, allowing users to engage with content in a more dynamic and engaging way compared to traditional classrooms. Users can usually leave comments or forward someone's post to other people so that they can communicate with one another. Therefore, many people can learn new vocabulary through these social media platforms (Kurniawan, 2019; Domingo & Aguillon, 2021; Nabilla et al., 2022; Setiawati & Sunra, 2023). With a variety of words used in a post, someone who uses social media can unconsciously or consciously learn new vocabulary, in this case multi-word vocabulary, which will then be used in their communication later.

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However, social media also has some limitations that need to be considered. One of the main limitations is the potential for distraction and decreased focus (Setiawati & Sunra, 2023). Additionally, social media contains not only learning content but it also contains pornography, hoax spreaders and hackers (Setiawati & Sunra, 2023). Therefore, people who learn through social media must be able to consider this so that they can learn new vocabulary effectively. This study investigated students' perspectives on multi-word vocabulary learning through social media to improve their English skills. Absolutely, it becomes crucial since most of discourses employed multi-word combination. (Conklin & Schmitt, 2007) It is different from the previous studies since this study focused on the investigation of students' perspectives on multi-word vocabulary learning through social media while the previous studies focused on the use of social media to learn single vocabulary. In this study, participants were asked to explain their perspectives in learning multi-word vocabulary through social media. Then, they were also asked to explain the benefits and challenges they face while learning multi-word vocabulary through the social media they usually use. This study explained whether students have a positive or negative view regarding social media in improving their English language skills, especially in terms of multi-word vocabulary learning. This can be additional information related to learning multi-word vocabulary as an extension of the field of vocabulary itself which is studied through social media.

Methodology

This study employed a qualitative approach. This approach essentially uses words as data that can be collected and examined in many ways. According to Creswell (2014), the goal of qualitative research is to investigate and understand the meaning of the person or organization considered to be the source of social or

humanitarian issues. In addition, Mack et al. (2005) also explain that qualitative research is particularly useful for collecting culturally relevant data regarding the beliefs, attitudes, actions, and social environment of a given group. As a result, both the research questions and research methodology follow the setting of the issue. Moreover, data were collected in participants' setting. It aims to capture the real phenomenon that is experienced by the participants. Additionally, in the data analysis, specific themes were created inductively into general themes. This was done in order to provide structured and adaptable reporting of the data interpretation and meaning.

This study is a case study since it focused on the problem in one of private universities in South Kalimantan. There were 5 participants to participate in this current study due to their experiences in exploiting social media to learn multi-word vocabulary through social media. The participants purposefully used their social media accounts as a means of acquiring multi-word vocabulary, as revealed by earlier interviews. In simpler terms, these five students used social media to engage in autonomous vocabulary learning. They also indicated that they would be open to taking part in the current investigation.

The instrument to collect the data in this study was in-depth interview. According to Cohen et al. (2011), in-depth interviews was suitable for the type of this study because they allowed participants and researchers to examine real-world situations and point of views of a matter. Interview strategies that addressed specific concerns about participants' use of social media in independent learning of multi-word vocabulary aided the interviews. Despite a structured interview process, participants were given the freedom to describe any specific thoughts, sentiments, or behaviors they associated with the experience of using social media to learn multi-word vocabulary.

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Data is obtained through several steps. Initially, interview was conducted to find candidates who met the criteria as research participants. After finding suitable participants, consent to participate in the research was sought from each participant to ensure there would be no future conflicts of interest. After the participant is willing to be interviewed, a one-on-one in-depth interview is then conducted. In-depth interview was conducted in Indonesian as the first language of researcher and participants to avoid misunderstandings and language obstacles. Additionally, the recordings of the in-depth interviews were transcribed and translated into English based on the participants' answers.

After obtaining transcripts of in-depth interviews from research participants, the transcripts were then coded based on themes from the data obtained. According to Cohen et al (2011), the coding process is carried out to label data based on predetermined themes or emerging themes. In this research, coding was carried out based on three major themes that had been prepared in in-depth interviews. Coding results are reported to participants to see whether objections have been issued, or changes need to be made. This is done in order to maintain the trustworthiness of the findings. The checking results showed that the participants agreed to the coding results. In addition, the key information from participants' data was not changed when coding results were included in the research report.

Findings and Discussion

Three major themes emerged from the in-depth interviews with the participants regarding their experiences utilizing social media to acquire multi-word English vocabulary. They were general social media usage, multi-word vocabulary learning, learning preferences and perceived effectiveness, applications and improvement, and challenges and suggestions. The findings of each theme are elaborated in the following section.

General Social Media Usage

In this theme, there are four questions that have been asked to the participants. The first question was about the social media platforms most frequently used by the participants. These five students answered with various variations of answers.

Student 1: *I often use Facebook, Instagram and Quora.*

Student 2: *The social media platforms that I frequently use is TikTok and Instagram.*

Student 3: *Facebook, I like using Facebook.*

Student 4: *WhatsApp, TikTok and Instagram. I commonly use these three platforms.*

Student 5: *There are Discord, YouTube and Instagram.*

Based on the participants' responses, four students agreed that Instagram became the social media platform most frequently used by them. Additionally, 2 students said that they also mentioned YouTube, TikTok and Facebook as the applications they used most often in their daily lives. Finally, there are several social media platforms which are also mentioned as the social media most frequently used by participants, namely Quora, WhatsApp and Discord.

The findings showed that Instagram became the social media platform most frequently used by participants. This is different from several previous studies which stated that Facebook is the social media platform most used by people (Domingo & Aguillon, 2021; Erzad & Suciati, 2018; Shahzadi & Kausar, 2020). However, this is a characteristic of a case study that the results of research in a case study are a description of what happens according to the case that is currently happening. This is in line with the statement from Hodgetts & Stolte (2012) which explained that a case study is a study that investigates a particular event, situation or social condition and to provide insight into the process that explains how a particular event or situation occurred. Furthermore, case studies of individuals, groups or communities serve to show important

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things that are of concern to social processes in society in concrete events so that the results can improve the situation in society (Hodgetts & Stolte, 2012). However, the results of this study are in line with the results of research from Kurniawan (2019) which states that Instagram is the social media platform most frequently accessed by students at a vocational school in Semarang city. It shows that a case study can have similarities with other case studies. This also becomes supporting evidence that Instagram is one of the most popular social media for teenagers (Ting et al., 2015; Pittman & Reich, 2016). Furthermore, social media platforms, such as Instagram and Facebook, are the top two platforms most frequently used by people (Domingo & Aguillon, 2021; Kurniawan, 2019). This shows that these two platforms are indeed in great demand by students. Therefore, educators can try using these two platforms as tools to help them in the English learning process.

The second question in the first theme is about the number of social media that the participants have. The five participants agreed that they had more than one social media platform. However, they had various answers in this question. The student 1 answered that he used four social media platforms which are Facebook, Twitter, Instagram and Quora. In addition, the student 2 answered that she used 2 social media platforms which are Instagram and TikTok. The student 3 also answered that he had 2 social media platforms which are Instagram and Facebook. In addition, the student 4 answered that she had four social media platforms which are WhatsApp, Instagram, TikTok and Twitter. Lastly, the student 5 answered that she had three social media platforms which are Discord, YouTube and Instagram.

Based on the participants' answer, it can be stated that all of participants had more than one social media platforms. This result is in line with the results of Domingo and Aguillon's study (2021) which stated that

the majority of respondents had two or three social media accounts. This indicates that in this era of technological progress, it is normal for someone to have more than one social media account. Furthermore, they also explained that having more than two social media accounts allowed them to reach their target audience or group because social networks were designed for specific purposes and audiences. This can also be additional information that along with the many social media accounts that our students have, it is a natural thing for teachers or lecturers to also use these social media accounts for their English learning so that teachers or lecturers can reach their students not only in class but also outside of class, especially their social media. Therefore, it can be stated that social media can be one of aids in learning English.

The third question in the first theme is about the duration the participants use their social media in a day. The answer to this question also varies. However, all participants agreed that they use social media for two hours or more in a day. The student 1 explained that he used his social media platforms for more than 4 hours in a day. In addition, the student 2 answered that she usually uses her social media platforms for 7-8 hours per day. The student 3 answered that he limited his time to use his social media for 2 hours per day. The student 4 confirmed that she used her social media for about 6 hours in a day. Finally, student 5 admitted that she uses social media almost all the time in a day since she works as a freelancer in the field of social media platforms.

The findings show that most participants use their social media for more than 4 hours. There was only 1 student who used social media for 2 hours per day. This finding supports the results of a study conducted by Domingo and Aguillon (2021) which states that most university students use social media for 3-4 hours a day. This is also in line with Annur (2024) which stated that the average duration of

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social media access in Indonesia is 3 hours 11 minutes. Indonesia is the 9th country with the longest average duration of social media in January 2024 (Annur, 2024). These results can be used as a reference that the role of social media usage every day is very massive. Therefore, educators must be able to utilize social media as a tool in learning, in this case learning multi-word vocabulary in English.

The last question in the first theme is about the type of content that participants like on their social media. The student 1 answered that he liked video, text, and pictures. Subsequently, the student 2 responded by explaining that she liked interesting videos such as travel, achievements, motivation and other entertaining contents. The student 3 answered by saying that he liked contents about traveling and funny videos. Moreover, the student 4 liked videos and pictures. Lastly, the student 5 answered that she liked funny videos, information, tutorials, videos, J-Pop music, cooking, and video games.

Based on the answers to the last question in this first theme, it can be concluded that all participants generally like content in the form of videos. All of them explained that videos were an interesting piece of content for them to see on their social media. This is in line with Nyst (2024) which states that short-form video is the type of social content that many people are interested in. We can see these short-form videos on Instagram, TikTok, YouTube and Snapchat. This becomes normal when all participants agree that video is the type of contents that they like most. It also indicates that a video can be an interesting tool that can be utilized by educators in their class.

Multi-word Vocabulary Learning on Social Media

In the second theme, there are four questions that have been asked to the participants. The first question was about participants' preferences in using social media platforms to improve their multi-

word vocabulary in English. The answers from these five participants varied, as shown below.

Student 1: *I like Quora since it contains some stories in English that I can learn multi-word vocabulary on that.*

Student 2: *I like TikTok because there are many contents to learn English, including phrases and some expressions that are commonly used by the content creators.*

Student 3: *Instagram, I think. There are many posts and short videos that contains English multi-word vocabulary.*

Student 4: *In my opinion, TikTok and Instagram become the two media platforms that are very interesting to learn multi-word vocabulary in English.*

Student 5: *YouTube because I often watch videos of people playing games so their contents often add to my vocabulary.*

Based on data from participants' answers, it can be seen that TikTok and Instagram are the two applications that are liked by the 3 respondents. They thought that these two social media platforms provided interesting content that made them interested in learning multi-word vocabulary in English through this media. This also supports the results of a study conducted by Fauziah et al. (2023) who stated that TikTok and Instagram indirectly studied slang vocabulary on TikTok and Instagram because of their desire to prevent being left behind by the trend of using slang on these two social media. Furthermore, the findings from this study also support the study from Guntur et al. (2023) who stated that social media platforms (Instagram, TikTok, YouTube, and Twitter) were effective in improving students' English language skills. It indicates that in the era of English language teaching in education 5.0, English educators cannot see social media only as a barrier for students in learning English because it can interfere with students' focus in learning. In fact, it must be seen that social media also has a crucial role in language learning because many students like to learn English through social media.

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The second question from this second theme is about how often they encounter multi-word vocabulary on social media. The answer to this question is also quite varied. Student 1 answered that he quite often found multi-word vocabulary on his social media. Furthermore, student 2 said that the frequency level was medium to high. She often watched short videos that used idioms and expressions that caught her attention. Student 3 answered that he often found multi-word vocabulary in every post that appeared on his home page. Subsequently, student 4 also stated that she often encountered multi-word vocabulary. Moreover, she also followed many educational accounts about learning English. Finally, student 5 answered that she quite often found multi-word vocabulary in posts and videos on her social media.

Based on data from the participants' responses, it can be seen that the frequency with which multi-word vocabulary appears on social media is medium to high. This depends on the account a person follows. Student 3 explained that he saw multi-word vocabulary in English in every account that he saw on his social media. This statement is supported by student 4 who underlines that more and more people encountered multi-word vocabulary if they followed educational accounts about English. This is also the reason why social media can increase students' vocabulary (Setiawati & Sunra, 2023; Rahman, 2021) because they contain many contents that can increase students' vocabulary. Therefore, English educators have an important role as guides for their students so that they can follow accounts that can improve students' vocabulary skills, especially multi-word vocabulary.

The third question of the second theme is about the types of multi-word vocabulary that the participants find most often on social media. All participants had varying answers, although some of them had

answers that were almost similar to one another.

Student 1: I often find noun phrase in many posts of our social media. Sometimes, I also find some idioms on it.

Student 2: On social media, the types of multi-word vocabulary that are most often encountered are collocations, noun phrases and verb phrases. I often find verb phrases such as "hang out", "go for it", "look forward to", and "figure out". All of them are also commonly found in online social interactions to express actions or intentions.

Student 3: I often find verb phrases, like wake up look at, look after, etc.

Student 4: Idioms, I sometimes find interesting idioms on social media like a red flag, time is money, etc.

Student 5: I often find the words like piece of cake (idioms), look out, look at, look after (verb phrases), etc.

From the data mentioned above, the participants generally answered verb phrases as the multi-word vocabulary that they most often encountered on their social media (student 2, student 3 and student 5). Furthermore, student 2 also mentioned that she also often found noun phrases on her social media. This indicates that the roles of verb phrases and noun phrases in discourse are very crucial. This is in line with the statement from Quirk et al. (1985, p. 61) which states that among all phrases, verb phrases and noun phrases are the most important for functional reasons. This means that as language learners, participants have already understood that verb phrases and noun phrases have an important role functionally in a discourse. Furthermore, Wedhowerti (2021) also stated that understanding the characteristics of verb phrases provides more understanding of a discourse. This is because the function of the verb itself is very crucial in a discourse because verbs can function to express actions and states, to create temporal structure (past, present or future), to provide modality (must, can,

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will, etc.), to supports cohesion and coherence, etc. Furthermore, 3 participants also mentioned idioms as the multi-word vocabulary they most often encountered on their social media. This is interesting because idioms are a group of words that have a certain meaning that is slightly different from the original meaning. This is as stated by Fraser (1970, p.22) who states that an idiom is a constituent or series of constituents whose semantic interpretation is not a function of the formative composition that composes it. Furthermore, Wray (2000) also states that successful language learning mastery includes important components in learning a series of formulaic languages such as idioms, collocations, and compounds. Since idioms are learned in small chunks, they can be retrieved from the learner's memory easily, resulting in fluency (Boers et al., 2006; Cain et al., 2009; Lim et al., 2009; Teodorescu, 2015). This means that learning idioms can help learners become as proficient as native speakers. The results of this interview are also in line with Rafatbakhsh & Ahmadi (2019) that language students' attention should be focused on formulaic language during their learning process and one of the most practical ways to do this is by presenting idioms based on themes. It can be stated that formulaic language, such as collocations and idioms, has an important role so that language learners can speak like native speakers. Subsequently, it is easier for students to learn idioms if they study idioms based on themes related to when the idioms are used.

The final question from this second theme is about their opinions regarding learning English through social media, whether or not it helps them understand native speakers' speech better. All participants agreed that learning multi-word vocabulary through their social media helped them better understand what native speakers said. Student 1: *Of course, because native speakers will always use multi-word*

vocabulary which cannot always be understood without studying it first.

Student 2: *Very helpful, because social media often reflects the language used in everyday life. It provides direct exposure to idioms, phrases, and expressions commonly used by native speakers in a variety of situations.*

Student 3: *Yes, some native speakers use multi-word vocabulary in their speech so it is very helpful in increasing vocabulary and understanding the context in which multi-word vocabulary is used.*

Based on the answers from the three participants above, this shows that native speakers commonly use multi-word vocabulary in their daily speech. This also strengthens the study conducted by Ifadloh et al. (2021) which states that the use of lexical collocations is more often found in textbooks written by native speakers than in textbooks written by non-native speakers. Furthermore, seeing the use of multi-word vocabulary through content on social media makes language learners understand the context of the use of multi-word vocabulary. Therefore, this will make it easier for language learners to learn new vocabulary, how to pronounce it and how to use the new vocabulary, especially multi-word vocabulary, based on the contexts that occurred. This was reinforced by student 4 when responding to this question.

Student 4: *Yes, because they practice the multi-word vocabulary directly from the videos on social media. We can also know the context they use it from the video.*

This is in accordance with the statement from Butt et al. (2003, p. 11) that a text (spoken text or written text) always occurred in two contexts, namely inner context (context of situation) and outer context (context of culture). Furthermore, Derewianka (1990, p. 17) explained that texts were always structured in different ways in a particular context to achieve their goals. Absolutely, learning multi-word vocabulary based on existing context can make it easier for language learners to apply

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multi-word vocabulary to their speech. It can be learned from the use of collocation. The collocation “fast food”, for example, cannot be changed to be “quick food” or speedy food”. Therefore, knowing the context of the use of word combinations can make language learners use the right vocabulary according to the culture and situations that occur like native speakers.

Challenges and Suggestions

The first question from the third theme is about the challenges faced by the participants when learning multi-word vocabulary through social media. The participants gave various responses regarding this question. The challenge experienced by student 1 was when the multi-word vocabulary was spoken verbally without any text. This becomes very challenging because the writing and pronunciation of words in English is not like the writing and pronunciation of words in the participant's language (Indonesian). This is in line with research from Rohmatillah (2014) which states that Indonesian students have difficulties regarding how to write and how to spell a word. Some letters of a word in English can indeed be soundless. This is different from Indonesian where all letters are generally voiced. Therefore, it is normal that Indonesian students have difficulties in this regard. Student 2 believes that the challenge in learning multi-word vocabulary through social media is that the content on social media is often short and not in depth. Furthermore, she explained that this could make it difficult to get adequate explanations or enough examples to understand the vocabulary well. This is in accordance with the results of research from Hulu et al. (2022) who stated that a lack of understanding regarding the meaning of vocabulary in each topic studied could be a challenge in learning vocabulary. Therefore, students should anticipate by trying to write the difficult words and learn them specially. Furthermore, student 3 stated that his

challenge when learning vocabulary through social media was that he felt he still had limitations in vocabulary. Moreover, student 5 said that he was surprised by a word he had never heard before. In this case, these findings are also in accordance with the results of the study from Hulu et al. (2022) who stated that students had challenges learning vocabulary because they felt they had lack of conversational understanding because their vocabulary was few. Student 4 also explained that the challenge was understanding the different contexts and differences in usage between formal and informal words. Context is an important part of language learning (Butt et al., 2003) because it determines the purpose of the utterance expressed. Therefore, this deficiency can be anticipated by combining multi-word vocabulary learning through social media with multi-word vocabulary learning through other media so that they can complement each other and perfect the deficiencies in each learning tool.

The second question from this third theme is about how participants verify the accuracy of the multi-word vocabulary they learn through social media. All participants agreed that they needed to cross-check the multi-word vocabulary with credible tools. Student 3: *I often use machine translators such as Deepl translator and Grammarly.* Student 4: *I cross check with more trusted sources and look at user responses and discussions on the social media platform.* Student 5: *I usually use Google but if the answer is not satisfactory, I use Chat GPT to confirm the information.*

This shows that participants have taken appropriate steps to verify this multi-word vocabulary and its meaning in the target language. By confirming with more reliable sources, it indicates that they do not immediately accept the multi-word vocabulary they find on their social media. They have been able to develop strategies for learning multi-word vocabulary through social media effectively. Rosyada-AS and Apoko (2023) also stated the same thing

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that students use the internet to learn vocabulary. Furthermore, they also explained that using a dictionary, taking notes and trying to converse with others were ways to improve students' vocabulary (Rosyada-AS & Apoko, 2023). Furthermore, student 2 also said that he would consult with a teacher or tutor to get an explanation and feedback. Moreover, she believed that a teacher or tutor could help her ensure the proper use of this multi-word vocabulary. In this case, teachers or tutors are required to adapt to students' current way of learning and must always be ready to provide solutions to the problems faced by their students. What is no less important was also conveyed by student 1 that language learners needed to retrace this multi-word vocabulary in different sentences or different contexts to confirm the meaning. This is crucial because context influences the meaning of a word (Levinson, 1983). These verification processes become crucial for language learners when they learn multi-word vocabulary so that they can use it appropriately.

The final question from this third theme is about the features or content that participants want to see on their social media that can help them learn multi-word vocabulary through social media. All participants had their own opinions regarding this matter. Student 1 wanted that all social media platforms provided a text translation feature to make it easier for users to understand words they did not understand. Students 3 and 4 wanted the social media platform to provide a special discussion forum (Question and Answer session) and to update current popular vocabulary. This discussion forum can be a solution when there is misunderstanding regarding the use of multi-word vocabulary based on the existing context. Furthermore, Students 2 and 5 agreed that social media platforms need to create short and fun educational videos that focus on one phrase or idiom, how to use it and examples in

sentences. It was hoped that they would know how to apply this multi-word vocabulary correctly. Nyst (2024) also states that short-form videos are the most popular form of social media platforms among their users. Therefore, it is normal that both participants hoped that content creators in the education sector could create interesting and interactive short-form videos for their followers.

Conclusion

This study showed that Instagram, Facebook, TikTok, WhatsApp, YouTube, Discord and Quora are social media platforms used by students in their daily lives. All students had more than one social media and used them for at least 2 hours per day or more. All students also agreed that videos were interesting content for them to see on their social media. Furthermore, Instagram, TikTok, Quora and YouTube were social media platforms that they usually used to learn multi-word vocabulary. Their level of frequency in encountering the appearance of multi-word vocabulary in their social media was from medium to high level. This indicated that they quite often encountered this multi-word vocabulary on their social media. Verb-phrases were the multi-word vocabulary they most often encountered, as well as noun phrases, collocations and idioms. All participants also agreed that learning multi-word vocabulary through social media could improve their ability to understand natives' speech. However, there were several challenges they faced, such as the absence of text or subtitles in some contents on social media, too short and undetailed videos, limited vocabulary, and foreign vocabulary. However, to verify the accuracy of this multi-word vocabulary, students used more credible sources, such as teacher, tutor, Google, machine translations and other applications. They also hoped that content creators could make short-form videos that were funny and interesting so that they could provide comfort for them when learning multi-word

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vocabulary. Discussion forums were also expected to be present so that they could ask questions directly about their lack of understanding. It is hoped that the results of this study can be input for students, teachers, educational stakeholders, future researchers and educational content creators in utilizing social media platforms in learning English, especially multi-word vocabulary. The results of this study can also be a reference for future English language development.

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