

Vietnamese Students' Perceptions of Utilizing Social Media to Enhance English Vocabulary: A Case Study at Van Lang University

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ABSTRACT

Keywords: English vocabulary, social media, perceptions, Vietnamese students

Social media (such as Facebook, TikTok, Instagram, YouTube, etc.) is widely used for people's entertainment and education across the globe. Furthermore, utilizing this sort of technology assists learners in mastering foreign languages such as English, Chinese, French, Japanese, and so on, which was proved by many foreign language experts and researchers worldwide. The study aims to find out students' perceptions of using social media to develop English vocabulary. A mix of quantitative and qualitative methods was exploited with surveys for 154 students from different majors at Van Lang University (VLU) in Ho Chi Minh City (HCMC), Vietnam, and semi-structured interviews for 15. After the investigation, the research results show students' deep insights in using social media to improve their English vocabulary and its positive effects on students' learning vocabulary. Thanks to the findings, lecturers can consider more teaching methods with social media in their English courses.

Introduction

In the digital era, technology is developing at an unprecedented rate for the sake of human beings. In addition to technology, social media such as Facebook, YouTube, Tik Tok, Instagram, Twitter, and so forth are gradually becoming more popular. It is undeniable that social media plays a vital role in making everything more straightforward. This is because social media helps people exchange information, find solutions, share guidance, and communicate in a virtual environment across the globe (Amedie, 2015; Hashim et al., 2018). Besides, technology was invented to meet the demands of education (Pham et al., 2022). For example, students can watch educational videos to study and look for data via the internet effortlessly (Nguyen, 2021).

Vocabulary is one of the most important aspects for learners because it strongly connects with core skills, including listening, speaking, reading, and writing (Nguyen, 2021). Some studies acknowledged that students would not master the four skills without good vocabulary

knowledge. Firstly, the study related to speaking skills of Pham et al. (2022) claimed that most students in their study lacking vocabulary could not present good speaking performances. Secondly, it is tough for students to comprehend the content when reading due to their limited vocabulary size (Pringprom, 2012). Thirdly, Karakoç and Köse (2017) reported that vocabulary knowledge affects writing. Finally, the primary difficulty in listening comprehension stems from a lack of vocabulary (Farrokhi & Modarres, 2012). As a result, vocabulary plays a pivotal part in learning a foreign language, and the ways to teach and learn vocabulary must be carried out properly (Sivagnanam & Yunus, 2020). Learning vocabulary is extremely challenging for most English learners in many nations.

In recent years, there have been innumerable methods of learning vocabulary created by experts and teachers, yet perhaps they are not suited to most individuals. In the modern age, one of the most effective methods today applied in a lot of fields is learning vocabulary through social media (Al-Saggaf et al., 2021). The use of social media is popular among the young generation; therefore, this kind of technology is bound to develop not only English learners' vocabulary knowledge in certain contexts but also their English skills.

Although the modern method of learning vocabulary is regarded as a flexible and suitable means for youngsters, it has both positive and negative sides, according to previous studies. Moreover, there are few studies related to the application of social media for developing English vocabulary in the Vietnamese context. For this reason, the paper was carried out to investigate Vietnamese English learners' perceptions of the use of social media in English vocabulary advancement and how this technology enhances their English vocabulary. The research paper will be a reference for English lecturers to consider applying social media to teach vocabulary to students in their English classes.

Literature review

Social Media

Social media is considered internet-based technology (Kaplan & Haenlein, 2010), website, application, or computer-mediated technology (Ismail et al., 2019). According to Hashim et al. (2018) and Ismail et al. (2019), social media enables users to share ideas and information that creates online interaction with the world. Furthermore, Ismail et al. (2019) reported that social media is a channel containing news, entertainment, and education, or messages including broadcasting and narrowcasting medium, namely newspapers, magazines, TV, radio, billboards, direct mail, telephones, and faxes. When it comes to education, Annamalai (2018) claimed that students become optimistic when making use of social media for learning in a virtual environment. This is because social media gives people platforms allowing collaboration, communication, and quick comments anytime and anywhere. In addition, social media users can select what they would like to see in their notifications (Yu et al., 2010).

Vocabulary Learning

Vocabulary learning is obtaining various words during the process of studying a second language. According to Cetinkaya and Sütçü (2018), vocabulary shows learners' understanding

of diverse forms of words and their suitable use in daily life. Vocabulary is necessary for language learners because those accomplishing strong knowledge about words are better at comprehending spoken and written languages and mastering communication (Tachom, 2021). In 2011, Asgari and Mustapha said that if learners have the insufficient vocabulary, they will fail to employ the language. Moreover, regardless of getting excellent grammar knowledge and pronunciation, language learners may not succeed in mastering their second language without vocabulary enlargement (McCarthy, 1990).

Vocabulary Development through Social Media

With the development of the internet and social media, learners can practice using a second language in the online environment as they can share their concepts and discuss them with others easily (Arumugam et al., 2020). Dhanya (2016) agreed with Arumugam et al. (2020); the researcher reported that the internet creates many linguistic contexts via interactive two-way conversations. For instance, social media gives students a lot of chances to meet language learners *from* all over the world.

There exist a large number of research papers studying the use of social media to develop English vocabulary. Besides, researchers conducted their studies in various contexts and ages. Most of the previous studies agreed that with diverse, flexible functions and features, social media has a number of good influences on students' ability to absorb English vocabulary knowledge subconsciously. Through the use of social media, students from different countries can have many opportunities to enhance their English vocabulary (Monica-Ariana & Anamaria-Mirabela, 2014).

In 2019, Abbas and Hussain conducted a study to find out the effect of social media (Facebook and YouTube) on ESL students' vocabulary acquisition. With the quantitative method, the participants were 25 students at the Department of English, IIUI, Islamabad, and 10 teachers with Ph.D. in English. The findings revealed that social media tend to enhance students' interests in L2.

Sivagnanam and Yunus (2020) conducted a study with 53 nine and ten-year-old ESL students at a primary school in Batu Kikir, Negeri Sembilan, Malaysia. By gathering answers from questionnaires, the quantitative research aimed to discover how students enhance their vocabulary by using social media and the possible difficulties in using it to learn vocabulary. The results demonstrated that the learners use social media features effectively, motivating them to learn vocabulary. It was believed to be an interactive tool and get good feedback from the participants' views. The researchers recommended that social media should be widely used as a supplement in traditional English classrooms.

With the same research method, year, and country – Malaysia, Zainal and Rahmat (2020) wrote their paper to find out about social media's impact on public and private university students' English vocabulary enhancement. Based on the findings, learners are encouraged to learn from social media. The participants absorbed new words and knew how to use the words in appropriate contexts. For instance, if they do not understand the meaning of a word appearing on social media, they will look it up in the dictionary immediately.

In 2021, Sidgi explored the influence of social media on learning English vocabulary. The

researcher asserted that social media brings learners motivation, engagement, and a variety of English words. Compared with traditional classes, social media boosts students' confidence and makes them familiar with complicated words. In addition, students are eager to learn new things without being judged or forced and comprehend diverse words and how they have to be used in certain contexts. For example, social media users try applying new words in the comment section. Thanks to social media's benefits, the scholar suggested that social media should be used in teachers' lesson planning and education.

Domingo and Aguillon (2021) wrote their research paper to discover the role of social media in the learners' language learning experiences. The study applied a descriptive research design with 83 university students at a state university in the Philippines. The participants were invited to fill in an online survey questionnaire. The data was demonstrated by using descriptive statistics such as frequency count, ranks, and percentages. After the investigation, learners were believed to have high social media engagement. All of them make use of Facebook as the most commonly used social media platform. They saw social media as an effective tool owing to many factors like accessibility, universality, ease of use, multimodality, general appeal, and the decrease in communication anxieties. The research suggested that educators should consider using social media as an instructional tool to teach vocabulary.

Besides, numerous previous scholars studied the utilization of each specific social media like Facebook, Tik Tok, Instagram, Telegram, WhatsApp, etc. Every social media platform has particular features to improve English learners' vocabulary learning, motivate them to learn, and help them understand how to use words in contexts.

Facebook

Kabilan and Zahar (2016) wrote a study to discover the effectiveness of utilizing Facebook in developing vocabulary knowledge among Community College students. The research participants included Thirty-three Community College students allowed to use Facebook to learn and advance their English vocabulary. A pre-test and a post-test were given to them. Based on the results, the students performed the post-test better than the pre-test. Facebook is described as an extra learning environment, tool, and platform with engaging and meaningful activities permitting learners to practice and collaborate in a community. Facebook is indeed suitable for special students with difficulties who are introverts and have low levels and self-esteem. The application of Facebook helps to increase learners' motivation and confidence to practice using English and actively participate in learning activities by exchanging ideas, interacting, and discussing with each other.

Mukhlif and Challob (2021) attempted to compare the effectiveness of traditional teaching and utilizing Facebook to improve the vocabulary knowledge of Iraqi EFL secondary school learners. The study employed a quasi-experimental design with two groups, including the control and the experimental groups. In terms of the control group, thirty-six learners were taught English vocabulary with the traditional method in the classroom. In the experimental group, there were another thirty-six students that were taught English vocabulary by using Facebook. Also, the scholar used a mix of quantitative and qualitative research with the triangulation of a pre-test, post-test, semi-structured interview, and observation. The study

indicated that employing Facebook to enhance English vocabulary brings more effectiveness than using the conventional teaching method. When employing Facebook to learn vocabulary, gradually, most participants realized that they enriched their vocabulary knowledge and used appropriate words in the right context. Furthermore, Facebook motivates learners to study and gives them a flexible, less threatening, safe, and supportive environment (especially for shy and low self-esteem students) and meaningful learning chances in collaborative activities.

Tik Tok

Fahdin (2021) aimed to investigate the impact of Tik Tok on enhancing vocabulary. The participants of the paper included junior high school and senior high school students with the application of online questionnaires. The findings indicated that short videos of Tik Tok with English material contents help the learners expand their vocabulary knowledge. Also, they showed good feedback regarding the use of Tik Tok because the English content videos are easy for them to comprehend, memorize, and increase a wide range of words like verbs, nouns, and so forth.

Besides, Anumanthan & Hashim (2022) studied Tik Tok's effectiveness in improving vocabulary utilization, solely concentrating on regular verbs with a particular representation by a group of Year 5 pupils. A mix of qualitative and quantitative approaches was applied to 45 Year 5 pupils. They sat for a pre-test, and after intervening in the lesson with Tik Tok, those participants sat for a post-test. Also, 10 pupils from the same group joined semi-structured interviews. After the investigation, the results revealed that students' construction of sentences with regular verbs improved via Tik Tok. Additionally, they are really keen on the lesson on Tik Tok because it is easy for them to make their own videos about verbs as well as educational content. The scholars claimed that Tik Tok is an effective learning tool for teachers to teach regular verbs and sentence construction.

In 2022, a study related to learning English adjectives through the Tik Tok duet video was conducted by Ichara Sinta. Via the observation and interview, the researcher aimed to explore learners' experience with studying and memorizing vocabulary, specifically adjectives in class X-1 IPS SMA swasta Cerdas Murni. Tik Tok duet videos are useful for students to learn adjectives because they are excited about making the videos. It can be concluded that the Tik Tok duet video not only brings entertainment and motivation to students but also improves their memory regarding English adjectives.

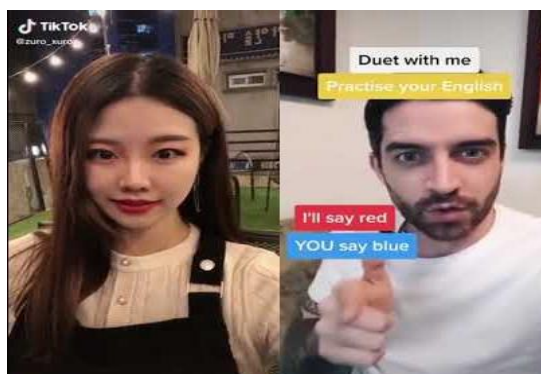


Figure 1. Tik Tok Duet Video (Source: Google)

Instagram

Nowadays, Instagram is seen as one of the most popular social media across the globe. Because of its positive effects on Iranian English teachers and students, Kaviani (2022) conducted a study to discover if Instagram would be an effective learning platform for vocabulary for Iranian male EFL students at the pre-intermediate at Shokouh Enghelab English Academy in Babol, Mazandaran, Iran. Chosen randomly from 100 cases, the participants were 50 male EFL students (8-15 years old) divided into two groups (the experimental and control groups). The students in the experimental group were allowed to learn English vocabulary via ten Instagram pages for four weeks (12 sessions and 25 minutes per session). The rest of the students in the control group only learned from their teacher. The researcher exploited the pre-test and post-test to evaluate students' understanding of vocabulary during the session. The findings demonstrated that Instagram provides Iranian EFL students with many valuable technological and pedagogical benefits and positively affects vocabulary enhancement. Besides, it was suggested that teachers could utilize Instagram as a useful application for face-to-face instruction.

Telegram

Tabrizi and Onvani (2018) conducted a study to clarify the effect of Telegram on Iranian EFL beginners' L2 vocabulary learning with a quasi-experimental research design. Thirty-one Iranian students (aged 10-14) were chosen by the sampling method. The teacher taught the participants English vocabulary in two methods: (1) using Telegram for four weeks and (2) applying traditional face-to-face classroom instructions for another four weeks. Based on the findings after the investigation, it was concluded that learning vocabulary from Telegram was more effective than the conventional method. Students can improve their comprehension of the material when working with Telegram, and low-level learners feel eager to study vocabulary.

WhatsApp

Hashemifardnia et al. (2018) wrote their paper to discover the influences of WhatsApp on Iranian EFL learners' vocabulary. 50 Iranian female participants who were at the intermediate level of English proficiency were chosen among 80 students from Adiban English language institute, Baghmalek, Khuzestan, Iran. They were randomly divided into two equal groups, including one experimental group and one control group. The researchers asked the participants to take a vocabulary pre-test. After that, the participants in the experimental group joined a group (like a channel) in which they were sent many words, learned them via WhatsApp, and practiced the selected words outside of the L2 classroom. On the contrary, the participants in the control group participated in in-door classes and learned vocabulary instructed by the traditional method. After the long process of the two methods, the participants of both experimental and control groups took a post-test. According to the pre-test and post-test results, the students using WhatsApp in the experimental group improved their scores in the post-test compared with theirs on the pre-test. The findings also revealed that chatting and learning through WhatsApp is beneficial to EFL students since studying English vocabulary online is more helpful and interesting. In addition, WhatsApp creates a motivating environment where learners can share their ideas without shyness (especially for introverts) and improve their

typing skills and self-confidence.

Examples of using social media to enhance English vocabulary

Alan (2022) and Yuliya (2022) wrote their articles to share many channels and pages for learning English and enhancing English vocabulary knowledge. Here are some examples of English channels and pages (and recommendations for English learners and teachers):

YouTube Channels for Learning English (by Alan)	Facebook Pages for Learning English (by Yuliya)
1. Rachel's English	1. Learn English
2. English with Jennifer	2. BBC Learning English
3. Business English – Learn with Business English Pod	3. VOA Learning English
4. VOA Learning English	4. Learn English—British Council
5. Learn American English	5. Learn English Online Community
6. KidsTV123	6. Practice English Everyday
7. Mental Floss	7. Dictionary.com
8. Crash Course	8. ESL Team
9. Study with Andrea	9. English Vocabulary
10. Learzing	10. English Idioms
11. Accent's Way English with Hadar	11. English Quotes
12. Go Natural English	12. Grammar Girl
13. National Geographic	13. Grammarly
14. Eartrise	14. English as a Second Language
15. Lingua Marina	
16. Pronunciation Pro	
17. Business English with Christina	
18. EnglishClass101.com	
19. English Addict with Mr. Duncan	
20. BBC Learning English	
21. British Council LearnEnglish Kids	
22. Oxford English Now	
23. mmmEnglish	
24. English Pronunciation Roadmap	
25. Papa Teach Me	

Students' Perceptions of Using Social Media to Enhance English Vocabulary

In research done in Saudi Arabia, Kabooha and Elyas (2018), examined the opinions of 100 EFL female students at King Abdul Aziz University about using YouTube in reading class. The participants were a group of 100 female intermediate-level students between the ages of 18 and 20. According to the survey, students feel that YouTube is a helpful tool for helping them learn and understand the English language. It also provided a fun, engaging learning environment, which encouraged students to pick up information more quickly and effectively. Students also believe that YouTube increases their interest in learning and inspires them to study.

In a research study done in Indonesia, Yuskandini et al. (2021) explored the students' viewpoints at Singaperbangsa Karawang University English Education Department (UNSIKA). They use

qualitative research techniques in this study to get students' opinions. The findings demonstrate that students' attitudes toward learning new vocabulary using WhatsApp group media are generally positive. However, students encounter difficulties with regard to outdated technology, strange presentations, and educational activities.

A mixed-method study was used to study how students perceive the use of Instagram. In another research done at Universitas International Batam, Indonesia, Nurlaily (2021) investigated first-year students' perceptions at the English Language Education Department on their vocabulary acquisition through an Instagram project. Most students agreed that the project helped them enhance their English vocabulary and sentences. Moreover, most students know it helped them learn new English words outside textbooks and dictionaries.

In a study done in Sudan, Al Mubarak (2017), used a quantitative model to explore Sudanese students' perceptions of using Facebook for vocabulary learning at the University of AL Imam AL Mahdi. In this study, 100 first- and second-year students were asked to answer a questionnaire about their understanding of their involvement with the platform. The participants responded that the responses are positive regarding learning new things, producing self-autonomous learners, improving vocabulary learning skills, simplifying learning processes, motivated students to learn. Facebook helps students acquire vocabulary through online visual, textual, and audible resources. This fastens focus on targeted words and gives students active roles in content development.

Based on a study in South Korea conducted by Myong-Hee Ko (2019), explored Korean students' reactions to using smartphones and social media for vocabulary feedback. This study used a mixed study to survey 208 undergraduates about the new feedback approach. The findings explored four benefits of this feedback promoting comfort and active learning, raising interest and satisfaction, strengthening cooperation and sharing, and enhancing word usage. In addition, technology also keeps students interested and offers quick, high-quality feedback.

In another research done at Management and Science University, Malaysia, Al-Saggaf et al. (2021) investigated the opinions of 263 Bachelor of Teaching English as a Second Language (BTESL) students about social media's potential for vocabulary development. A quantitative model was used to study how students respond to this new method. They found that most students perceive improving vocabulary through social media positively. Accordingly, Students agree that they can acquire language more effectively, have fun, and feel less stressed as a result. They also have an interest in social media as a tool for education.

According to recent research done in Pakistan, Tufail et al. (2021) investigate ESL students' attitudes towards using social media on English vocabulary enhancement and motivation improvement. This study used a quantitative model to gather information from 400 students from four different universities. The result shows that social media stimulate English language learners' interests. In addition, students understand social media's value in boosting motivation and expanding their vocabulary.

Research Gap

In fact, the previous studies provided a great deal of evidence regarding the benefits, positive impacts, and student perceptions of using social media to enrich English learners' vocabulary

and help them know how to apply the words in contexts. Nevertheless, limited research papers on this topic remain carried out in Vietnam. Therefore, the researchers tried to conduct this topic in Vietnam, particularly at VLU in HCMC by investigating students' perceptions towards using social media to enlarge their range of words and showing how social media improves the students' vocabulary learning from their experience.

Research Questions

Research question 1: *How do students enhance their English vocabulary through social media?*

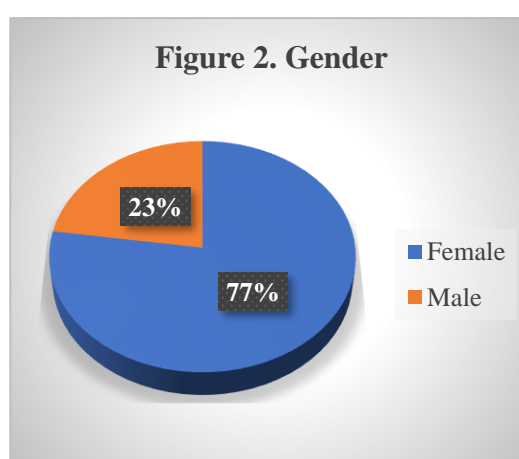
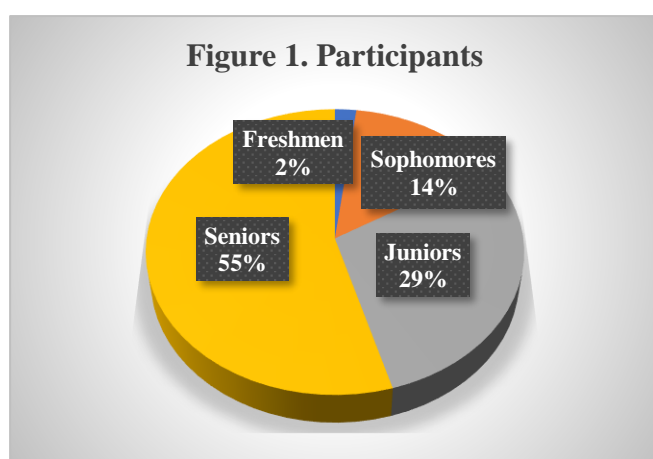
Research question 2: *What are students' perceptions of utilizing social media to enhance English vocabulary?*

Methods

Pedagogical Setting & Participants

This research paper was carried out at Van Lang University in Ho Chi Minh City, Vietnam. According to Decision No.109/QĐ/VL-HĐT 18th, August 2020 of the Chairman of the Van Lang University's Council about Educational Philosophy, the educational institution's philosophy of education consists of a holistic, lifelong, ethical, and impactful learning experience. VLU included about 60 majors for undergraduates. In each major, students must join and pass English courses (except for the major – English Linguistics/English Language).

The study was conducted in the first semester of the academic year 2022-2023 with a population of 154 students from many different majors at VLU, including 119 female and 35 male participants (3 freshmen – K28, 22 sophomores – K27, 45 juniors – K26, and 84 seniors – K25). The students participating in the research were asked to fill out questionnaire surveys. After collecting survey responses, the researchers invited 15 volunteers from the group of participants to answer interview questions.



Demographic information

Demographic information was analyzed by using descriptive statistics of SPSS 22, showing the frequency of participants' genders and year of study.

Table 1. Participants' gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	35	22.7	22.7	22.7
Female	119	77.3	77.3	100.0
Total	154	100.0	100.0	

Table 2. Participants' year of study (2022-2023)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid K28 (freshmen)	3	1.9	1.9	1.9
K27 (sophomores)	22	14.3	14.3	16.2
K26 (juniors)	45	29.2	29.2	45.5
K25 (seniors)	84	54.5	54.5	100.0
Total	154	100.0	100.0	

Design of the Study

The researchers employed a mix of quantitative and qualitative methods to fulfill the aims of the research. According to Spratt et al. (2004), combining these methods is superior because exploiting multiple methods can show the strengths of each one and offset their weaknesses. In order to gather the data, the researchers used semi-structured interviews and online surveys to answer the research questions. Before answering the questions of the interviews and online surveys, the participants were asked to provide their personal information such as name, gender, and age. Their answers and information were private to conduct the study.

Data collection & analysis

To answer the research questions, the researchers utilized figures, tables, numbers, percentages, and interview extracts from semi-structured interviews to present the paper's findings and compare them with previous studies.

Quantitative Data

The researchers used Google Forms to create an online questionnaire and had participants fill it in. The number of participants for the online survey was 154 students from many different majors at VLU. The online survey was sent to Facebook groups of VLU (including students from many different majors) to ask students to fill it out randomly. It took one week to give the participants surveys and collect enough responses.

The survey consisted of four main sections: one for personal information, three for multiple responses, and one for the 5-point Likert scale. The first section had two questions, including gender and age (year of study). The second section aimed to find out commonly used social media platforms to learn and enhance English vocabulary. The third one that had six options was about sites and functions of social media students often use to learn and enhance English

vocabulary. The fourth one allowing students to choose seven options, was associated with students' knowledge in terms of vocabulary, such as academic words, synonyms/antonyms, phrases, collocations, idioms, slang words, and terms. The last one related to the 5-point Likert scale asked students to choose one of the five options (1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree) for ten questions to discover the English vocabulary improvement by using social media.

To check the data's reliability, the researchers utilized Cronbach's Alpha and Exploratory Factor Analysis (EFA), including KMO and Bartlett's Test on the data of the questionnaire. According to Table 3, the score of Cronbach's Alpha of the questionnaire is .949. In Table 4, the KMO value is .943 (> 0.5) and the significant level of Bartlett's test is .000. The numbers in tables 3 and 4 were considered reliable for the study.

Table 3. Cronbach's Alpha (N=154)

Cronbach's Alpha	N of Items
.949	10

Table 4. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.943
Bartlett's Test of Sphericity	Approx. Chi-Square	1250.338
	df	45
	Sig.	.000

Qualitative Data

With the qualitative approach, 15 students joined semi-structured interviews voluntarily. Each interview lasted about five to ten minutes and was recorded and noted carefully. After collecting the interview responses, all interview answers were considered, chosen carefully to show extracts, and presented with keywords and explanations to respond to the research question. Besides, the interview questions aimed to determine students' perceptions of using social media in the process of learning and enhancing English vocabulary.

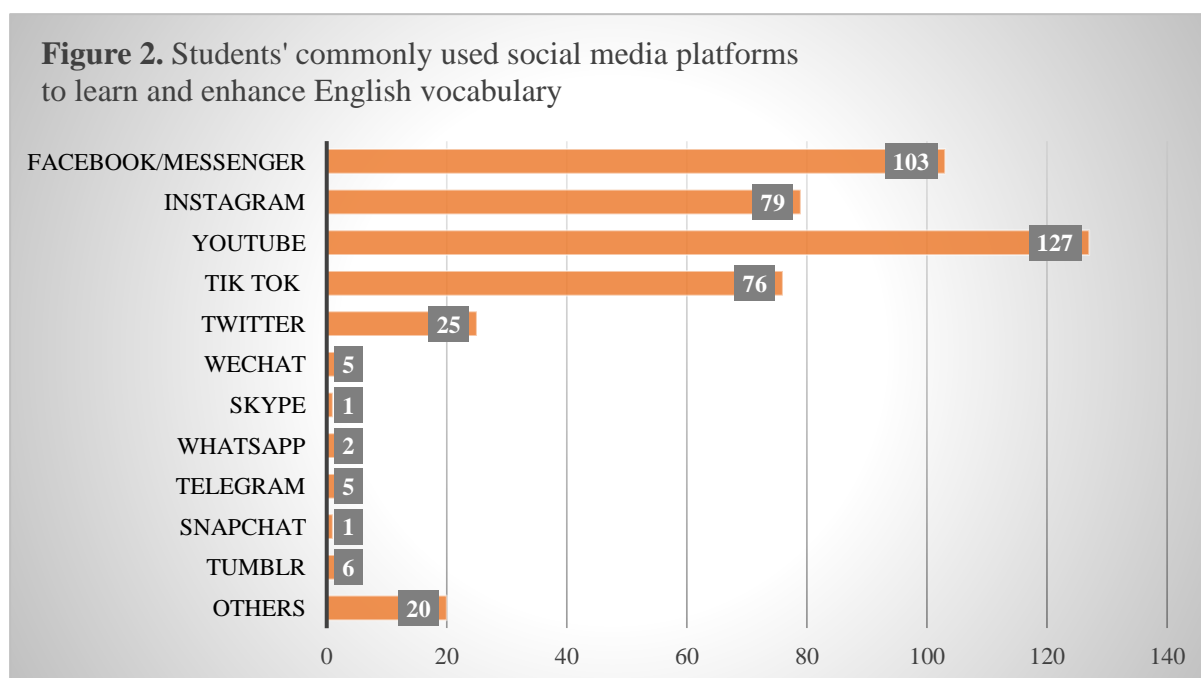
Here are the interview questions:

1. *Do you like learning English vocabulary through social media? Why?*
2. *Do you think learning English vocabulary through social media is effective? Why?*
3. *Do you think lecturers should use social media to teach English vocabulary? Why?*
4. *What are the challenges that you face during the process of learning English vocabulary on social media?*

Results/Findings and discussion

Results/Findings

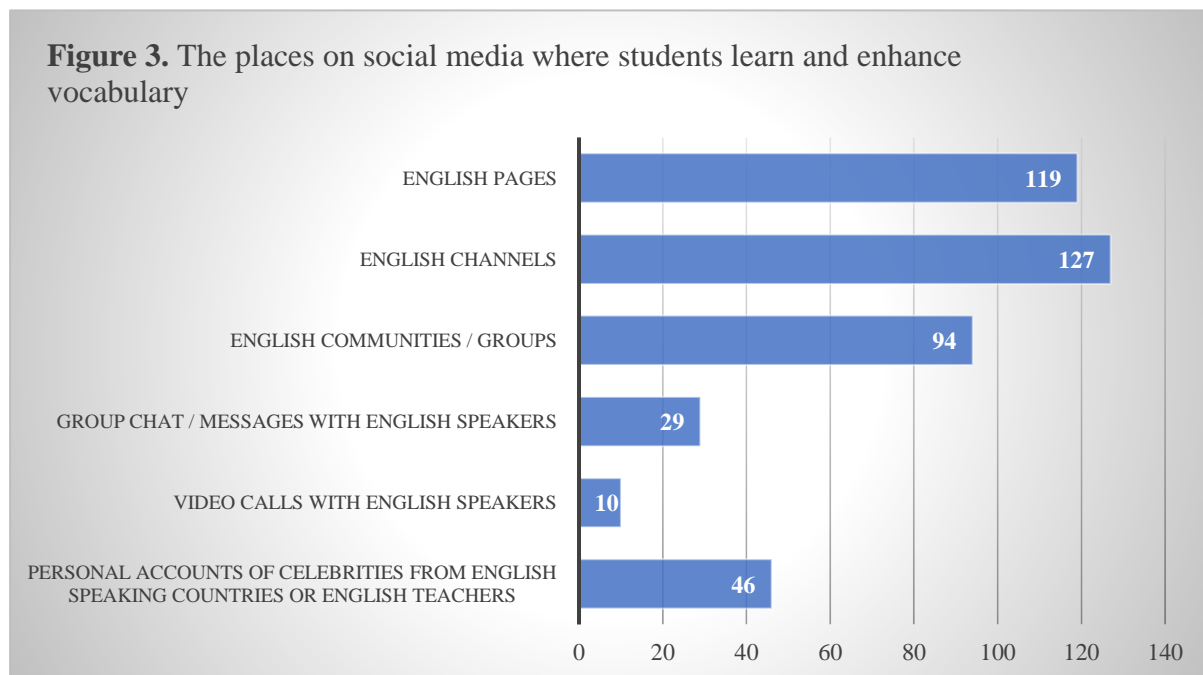
To answer research question 1: "How do students enhance their English vocabulary through social media?", the researchers exploited quantitative data in various ways, such as figures, tables, numbers, and percentages, to demonstrate students' English vocabulary enhancement through social media.



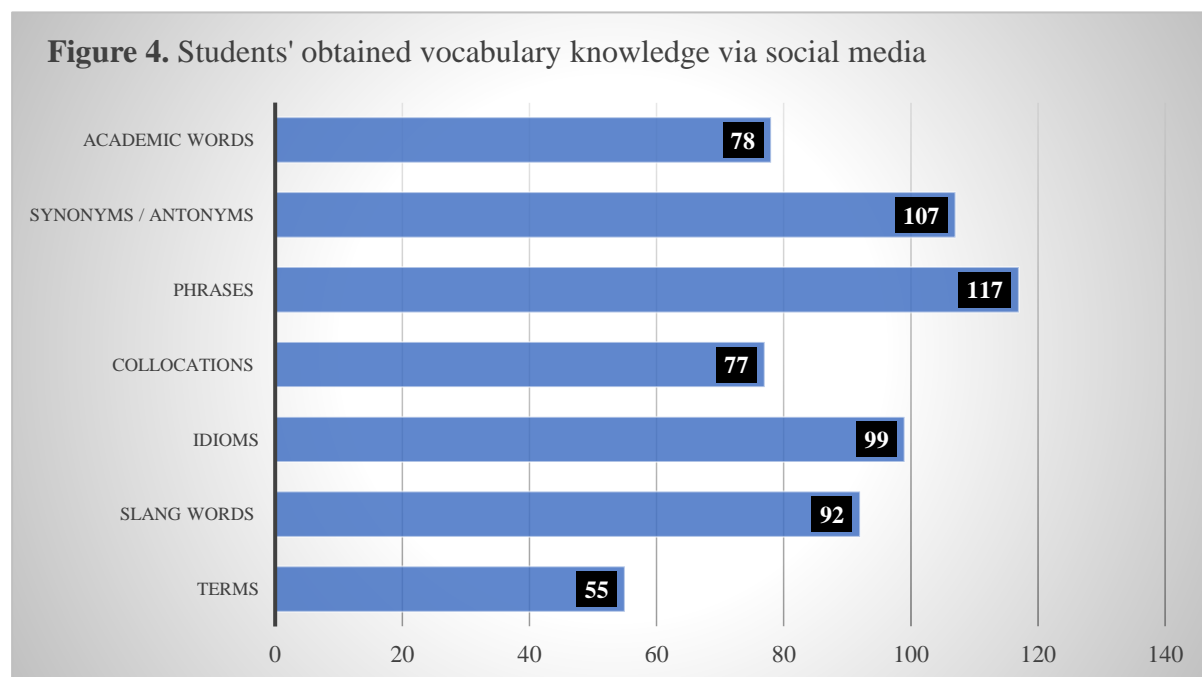
In terms of the use of social media, the researchers found that students tend to use social media platforms to learn or enhance their English vocabulary. Figure 2 demonstrated that YouTube could be seen as the most commonly used platform, with 127 participants (82.5%). The second social media platform that is utilized quite widely is Facebook (or Messenger), based on the choices of 103 participants (66.9%). Instagram is the third one that 79 participants (51.3%) use.

It is not surprising to claim that Facebook and YouTube are extremely renowned and have a huge number of users in Vietnam. According to Simon (2022), the researcher demonstrated statistics to describe how the Vietnamese use internet and social media. When it comes to Facebook, 89.5% of Vietnamese people use this platform. As regards YouTube, the number reached 86.7% of Vietnamese users. Nguyen (2020) agreed with Simon about the numbers regarding the popularity of Facebook and YouTube. She also provided some common reasons to use Facebook, like following friends, following news/events, posting photos/statuses, checking in, following celebrities, and buying stuff.

When comparing Simon and Nguyen's articles with the statistics of our study, the numbers about the popularity of Facebook and YouTube are quite similar and on top, notwithstanding our statistics associated with the purpose of learning English vocabulary. It can be concluded that English lecturers in Vietnam can take advantage of the popularity of social media (like Facebook and YouTube) to motivate learners to enhance their English vocabulary.



There are no doubt ample ways to access English from social media in the modern age. This is because social media contains various sites about English to visit (pages, channels, groups, communities, accounts, etc.) and useful functions for English learners (messages, group chats, video calls, etc.). Thanks to these sites and functions, students have more opportunities to adapt to international environments where they can connect with English speakers. Based on the statistics of figure 3, most students of the research make good use of English pages (119 choices - 77.3%) and channels (127 choices - 82.5%) from the most used social media in Vietnam, like Facebook and YouTube. Besides, 94 participants (61%) joined communities or groups regarding English to practice using vocabulary with other members. For instance, they can share or discuss with others about a variety of topics. Compared with other social media platforms, Facebook and YouTube have a number of sites created and administered by individuals from English-speaking countries. These sites bring many benefits for English learners because they are cost-free, convenient, and often easy to review content.



Regarding vocabulary, figure 4 shows students' knowledge of academic words, synonyms or antonyms, phrases, collocations, idioms, slang words, and terms. The result pointed out that 117 students (76%) can acquire knowledge about phrases; 107 (69.5%) can obtain synonyms and antonyms while using social media. In addition, 99 students (64.3%) can learn idioms considered one of the toughest parts of vocabulary for English learners. This is because idioms do not show their meaning based on their separate words; learners must learn them from real contexts. Thus, the use of social media with countless examples in the world might make idioms simpler to understand for English students.

Utilizing social media may give them a lot of chances to meet common and essential phrases. Meeting a thing many times is likely to make learners memorize it longer. If they have a chance to speak or write, they can reuse what they have seen on social media. Moreover, perhaps learning new words from books is boring, passive, or inadequate and does not create motivation for memorizing the knowledge. On the other hand, vocabulary knowledge is innumerable on social media through images, statuses, videos, comments, etc. Therefore, learners can imitate other social media users' vocabulary usage and create their own ideas suitable for future use. Besides, one of the participants from the survey shared his or her process of learning new words through social media, which is seen as a positive impact of social media.

My social media accounts contain everything related to English. I can learn many new words every day through foreigners' dramas.

Table 5. Descriptive statistics of students' English vocabulary improvement (SPSS 22)

Items	N	Minimum	Maximum	Mean	SD
1. When I learn English vocabulary through social media, I can retain words longer.	154	1.0	5.0	3.519	1.0047
2. I can learn a word easily through social media because it is shown in attractive or entertaining ways such as videos, images, memes, etc.	154	1.0	5.0	3.903	1.1703
3. Social media allows me to acquire necessary words that I can use in real-life situations.	154	1.0	5.0	3.948	1.1704
4. I try to use various words to express my opinions on social media.	154	1.0	5.0	3.643	1.0767
5. Social media improves the ability to use words in the correct context.	154	1.0	5.0	3.695	1.0684
6. When I do not know a word other social media users use, I am curious to search for its meaning.	154	1.0	5.0	4.013	1.1084
7. I use the vocabulary I learned through social media when speaking or writing.	154	1.0	5.0	3.552	1.0909
8. Social media gives me an active environment where I can practice using my English vocabulary by connecting with friends from English-speaking countries.	154	1.0	5.0	3.656	1.1166
9. I can enhance my vocabulary through comments and replies on social media.	154	1.0	5.0	3.799	1.1166
10. When watching videos, I can increase my vocabulary by reading English subtitles.	154	1.0	5.0	3.948	1.1592

Ten items demonstrated students' English vocabulary improvement through the use of social media. Based on the mean score of 3.519 in item 1, students agreed that they could make their memory of vocabulary longer. Social media creates an environment making learning vocabulary more straightforward through many types of visual aids in item 2 (M=3.903). The mean score of 3.948 in item 3 showed that most students might learn numerous essential words from social media that could be applied in daily communication. With mean scores of 3.643 (item 4), 3.695 (item 5), and 3.552 (item 7), the whole population nearly reported that they attempted to utilize as many words as possible to express their ideas, assisting them in improving their ability to use the words in the right situations. According to item 6, social media also motivates most students to find meanings of new words they do not understand on social media (M=4.013). Items 8 (M=3.656), 9 (M=3.799), and 10 (M=3.948) indicated that most learners accessing social media had plenty of chances to enhance their English vocabulary. For instance, social media is a small world where students can meet and communicate with people from many different countries in functions such as comments and replies, considered the way to practice using vocabulary. Moreover, they can get entertained and learn English from many

videos with English content and subtitles. Perhaps they faced new words in the videos, but it would be fine for them to guess the meaning of the words or just grasp the general idea from the context.

Table 6. Students' English vocabulary improvement

No.	Items	SD	D	N	A	SA
1	When I learn English vocabulary through social media, I can retain words longer.	5.8%	5.2%	35.1%	39%	14.9%
2	I can learn a word easily through social media because it is shown in attractive or entertaining ways such as videos, images, memes, etc.	7.8%	3.9%	14.9%	37%	36.4%
3	Social media allows me to acquire necessary words that I can use in real-life situations.	7.8%	2.6%	16.2%	33.8%	39.6%
4	I try to use various words to express my opinions on social media.	5.2%	7.1%	29.2%	35.1%	23.4%
5	Social media improves the ability to use words in the correct context.	7.1%	2.6%	26%	42.2%	22.1%
6	When I do not know a word other social media users use, I am curious to search for its meaning.	5.2%	5.2%	13.6%	35.1%	40.9%
7	I use the vocabulary I learned through social media when speaking or writing.	7.1%	6.5%	29.2%	38.3%	18.8%
8	Social media gives me an active environment where I can practice using my English vocabulary by connecting with friends from English-speaking countries.	7.1%	6.5%	22.7%	40.9%	22.7%
9	I can enhance my vocabulary through comments and replies on social media.	7.1%	2.6%	23.4%	37%	29.9%
10	When watching videos, I can increase my vocabulary by reading English subtitles.	7.8%	3.2%	13%	38.3%	37.7%

As shown in Table 6, the result showed that social media had a beneficial impact on students' vocabulary acquisition. Particularly, the finding revealed that 53.9 % of students who responded to item 1 agreed that they could preserve the words presented on social media longer in their memory. In item 3, 73.4 % of students agreed that they acquired essential words used in authentic situations as they had constant exposure to English via social media, improving their vocabulary and communication skills. Furthermore, the result showed that 58.5 % of students use multiple words to express their ideas on social media (item 4). Particularly, social media might create a safe and friendly environment for students to express themselves without restraint. Students can learn and use common and trendy words on social media to connect with others. For example, students can easily share the same topic with others in mutual conversations on social media. In item 9, the result reported that 66.9 % of students can improve their vocabulary through comments and replies on social media. Also, social media includes diverse vocabulary usage from people of different ages compared with learning from traditional books. Item 10 showed that 76% of students could enhance their vocabulary size by watching subtitles upon watching videos. Although learners cannot completely comprehend the content

with English subtitles, they can guess the meaning of new words from the subtitles in the context of the video.

Besides, the student's attitudes are considered positive regarding their use of vocabulary. Students acknowledged their improvement in the use of vocabulary in items 5 and 7, with 64.3% of students believing that using social media can help them apply the words learned via social media properly. Particularly, social media contains many pictures and videos facilitating students' vocabulary acquisition and can be used in the classroom. Additionally, about 57.1% of students in item 7 agreed that they could make use of the words they learned on social media in their writing and speaking. Social media motivated students to be more engaged and assured when speaking and writing to others.

Regarding interest in learning vocabulary, the findings indicated that social media positively impacted students' motivation to learn English. Specifically, 73.4% of students believed social media is likely to promote their interests with attractive and entertaining things (item 2). Particularly, social media is fascinating since words and images are often used together. 76% of students who responded to item 6 reported that they get curious to look up the meaning of words they encounter on social media. Moreover, 63.6% of students in item 8 considered social media as an active environment to connect with people from English-speaking nations all over the world. Social media can reduce students' individual levels of anxiety. Besides, social media is freely accessible, cost-free, and appealing to its users.

Then, qualitative data was presented with separate keywords regarding students' perceptions as well as their objective views. In order to reply to research question 2: "What are students' perceptions of utilizing social media to enhance English vocabulary?" the researchers invited 15 volunteers to join interviews. The interviewees included three male seniors (students 1, 4, 7), eight female seniors (students 2, 3, 5, 6, 8, 12, 13, 14), three male juniors (students 9, 11, 15), and one female junior (student 10).

Interview question 1: Do you like learning English vocabulary through social media? Why?

When asked about students' fondness for using social media to learn vocabulary, most students confirmed that they like learning it on social media. These were identified as (1) expanding vocabulary knowledge, (2) improving vocabulary usage, (3) increasing learning interest, (4) promoting comfort and active learning, and (5) improving the ability to memorize words. The following extracts represent these perspectives. One of the common reasons students like social media is that they encounter lots of new and diverse words that they have not known when surfing social media. Besides, they can see different level words and multiple topics. They also explained that social media keeps them up to date with trendy words. Another reason is that most students show interest in using social media to learn vocabulary. They consider social media an attractive learning tool, making them feel less bored and learn words unconsciously. They got excited and wanted to learn. Next, some students supposed that social media is convenient, free of charge, and without much pressure. They have a relaxed state of mind when learning on social media. The last reason is that students find it easier to remember words over a long-term period, i.e., funny photos, memes, short articles, and authentic context. The interview results showed five main reasons that students like learning vocabulary through social

media.

Expanding vocabulary knowledge

It gives me more knowledge, like what is happening around the world, in other countries. It keeps me updated with society and not being restricted by the language barrier. (Student 1, interview extract)

While surfing Facebook and Instagram, I often see different levels of vocabulary. (Student 2, interview extract)

Many new and up-to-date words on social media are easy to come across. (Student 4, interview extract)

Yes, I like it because it has benefits and has many new words and topics. (Student 10, interview extract)

Improving vocabulary usage

Most of the students who were asked about their preferences for using social media to learn vocabulary stated that they enjoy doing so because they can enhance vocabulary usage. This is because they can recognize the word context they come across on social media and apply it to situations in real life. They can likewise expand their vocabulary usage.

Moreover, we learn not only the words but also their pronunciation and their usage through learning vocabulary through social media. For example, when we watch a movie, we can hear how the actors pronounce the word and the context when they use it. (Student 3, interview extract)

Yes. We can learn through the context in everyday communication. (Student 13, interview extract)

Increasing learning interest

Regarding learners' fondness for utilizing social media to acquire vocabulary, some of the students said that they like using social media to learn since it increases interest in learning. Students frequently use social media because they find vocabulary learning less tedious, funny, exciting, and pleasant. They can thereby improve their interest in learning compared to traditional learning.

Of course... I took a look at it and found it quite useful and less boring than when we just study it in the traditional method. (Student 2, interview extract)

Personally, learning vocabulary through social media is the most amusing way to learn as we can enjoy the content and learn words unconsciously. (Student 3, interview extract)

Yes, I like to learn English through social networks. Because I can learn vocabulary through my favorite clips, this creates excitement when learning English ... (Student 5, interview extract)

Yes, I do because social networks have a lot of interesting new words. It's very good. It makes me want to learn. (Student 8, interview extract)

Approaching a second language is tough, so learning it through the content you like in that language may help you to shorten the time and cultivate the knowledge well. (Student 14, interview extract)

It's a fun thing to enjoy while learning on social media. Personally, I love to learn English through social media. Many topics in many forms of videos are really amusing to learn. (Student 15, interview extract)

Promoting comfort and active learning

In terms of preferences for utilizing social media to acquire vocabulary, some students agreed that they like using social media to learn vocabulary as it encourages comfort and active learning. Students frequently use social media because they find it easy, which is one of the reasons why they like it. Social media enables students to make the most of their time and speeds up information access. Social networking also fosters a calm learning environment. Social media can therefore assist students in actively and easily learning vocabulary.

On top of that, I am keen on this learning strategy because it is free of charge, which can reduce my financial pressure. (Student 3, interview extract)

Yes, I do. Because learning English vocabulary through social media is very convenient... (Student 3, interview extract)

Yes, because it's fast and convenient. (Student 6, interview extract)

Yes, because online learning is convenient. Also, I can study anytime, anywhere. (Student 11, interview extract)

Yes, because online learning is easy to understand and convenient. Also, I can study anytime, anywhere. (Student 11, interview extract)

Yes. Because it is much more entertaining, and when learning vocabulary online, it is with a more relaxed state of mind, without much pressure. (Student 12, interview extract)

The good side of this kind of learning is to assist learners in processing and capturing information rapidly and concisely. (Student 14, interview extract)

Improving the ability to memorize words

With respect to students' fondness for using social media to learn vocabulary, some students confirmed that they like it since it helps them retain words better. Social media helps them memorize words longer thanks to word repetition and humorous images, videos, and articles. They can therefore remember words for a longer time.

Yes, I like to learn English through social networks. Because I can memorize it longer. (Student 5, interview extract)

Personally, I like learning vocabulary through social networks. Due to the frequent and daily use of social networks, when encountering words that are repeated a lot, it is easier to remember them longer. (Student 7, interview extract)

There are short articles describing the meaning of words and funny photos/videos so it's easier for me to remember words. (Student 9, interview extract)

Interview question 2: Do you think learning English vocabulary through social media is effective? Why?

Besides, some students are aware of the benefits of social media in enhancing vocabulary knowledge. These were recognized as (1) sharing information, (2) facilitating vocabulary acquisition, and (3) creating positive learning environments. The interview results showed four main benefits. One of the most common advantages is that students can access a broad amount of knowledge; they consider social media a valuable source where they can explore and choose what information to learn, such as learning more English in different countries. Specifically, three students claimed that they could learn words through online interaction with others and discuss a subject in a forum. They can also learn from better people who share their own knowledge and use trendy words. The next benefit is that students can retain words more effectively. They spent much time watching comments, posts, pictures, and videos. They also explained that the trend makes it easier to learn the context. As a result, they have repeated exposure to new words and can easily recognize the context. Finally, most students express their satisfaction with social media in terms of its convenience, appealing, entertaining, and relaxing environment. They also shared that learning words unconsciously through funny articles and pictures was not stressful.

Sharing information

Social media supplies us with a valuable source of information that we can select to absorb. The biggest advantage of learning through social media is that we are allowed to exchange information with others to be explained the knowledge that we have not got yet. (Student 3, interview extract)

I think it's effective because people who transmit knowledge on social networks have a store of their knowledge that they can learn from. On the other hand, they are also very good, so they share their vocabulary and use trending words to catch their attention and remember the knowledge easily. (Student 5, interview extract)

Social media is a place where we can access information from all over the world. For example, I followed numerous research paper pages with English content from Vietnam and other countries. These pages greatly assist me in learning about new, fascinating work-related topics. Because English is a global language and social media is a huge "English forum", it's not difficult to find a forum where you can exchange ideas and talk about a broad subject. (Student 14, interview extract)

Facilitating vocabulary acquisition

It is effective. Through social media, you learn more Standard English and the local terms of different areas. (Student 1, interview extract)

Learning English through social media helps me remember new words easily as I use social media every single day, and I can both see and learn many new words in comments, posts, etc. (Student 4, interview extract)

Yes, because with pictures, the context is easy to remember. (Student 6, interview extract)

When social networks are used by everyone today, vocabulary will be used according to

the trend to make learning easier for people. (Student 7, interview extract)

Yes. Because online learning is convenient, easy to find and easy to see, it's easy to remember and learn (Student 8, interview extract)

...the context is obvious, making me much more receptive. (Student 9, interview extract)

I see that some of the vocabulary I often use are what I have learned on TikTok and Facebook. (Student 15, interview extract)

Creating positive learning environments

In terms of the effectiveness of using social media to acquire vocabulary, the students described it as a handy, entertaining, enjoyable, and unrestrictive way to learn. Social media also encourages comfort and independent learning. Social media thus promotes a helpful environment for vocabulary learning.

When surfing social networks, my brain will not think that I am studying but just having entertainment so it will be less boring or sleepy. (Student 2, interview extract)

I think it's quite effective because I'm relaxed and interested in the funny articles or pictures... (Student 9, interview extract)

Quite effective. I find learning through social networks very convenient and accessible to everyone. (Student 10, interview extract)

... Learning through social networks is not constrained and not under too much pressure, so you can better absorb vocabulary. (Student 11, interview extract)

Yes. Because it increases self-awareness. (Student 12, interview extract)

I think it is effective because I feel more comfortable learning on social media. (Student 15, interview extract)

Interview question 3: Should lecturers use social media to teach English vocabulary? Why?

To suggest a reference for lecturers to create an innovative instructional model for vocabulary teaching, the researchers investigated students' opinions about whether utilizing social media is highly recommended or not. Surprisingly, most participants agreed that English lecturers should combine this method with the current courses. In particular, they shared numerous reasons why they suggested this sort of learning, including (1) providing many chances to practice, (2) providing creative learning, (3) convenience in teaching and learning, (4) improving learners' vocabulary usage, and (5) following popular role models.

Providing many chances to practice

Regarding using social media in teaching, some students confirmed that teachers should apply it since it provides more opportunities for students to practice. Students considered it to be a truly interesting activity for communicating with others. Additionally, students get access to the latest vocabulary across a range of subjects. Thus, social media can increase students' likelihood of practicing their English language.

Unlike an enormous network on social media, traditional classrooms lack conditions and opportunities for learners to practice due to various factors such as humans, time, environments, etc. For this reason, many participants believed that social media contains various approaches for them to learn and practice using vocabulary.

Yes, it is more efficient to allow learners to have a more practical look at the language, and social media is one of many fields that allow them to improve their English. (Student 1, interview extract)

I think English lecturers should use social media to teach English vocabulary. Because lectures can expose us to and choose practical and trendy vocabulary from social media, which is commonly used in all spheres of our life. (Student 4, interview extract)

Teachers should use social networks to teach vocabulary because teachers will do a lot of ways to help students review vocabulary without making students bored and have more opportunities to interact. (Student 10, interview extract)

Through social media, lecturers and students can communicate and learn together in English. This method will give students an opportunity to use the vocabulary learned for practical application. (Student 14, interview extract)

Providing creative learning

One of the biggest differences between digital environments and face-to-face environments is creativity. The creativity on social media is diverse because the network has many functions that can be done easily. Most participants suggested that lectures can exploit social media to make classes less boring and more active. Mental factors also affect the learning process, so lectures play a role in motivating students to study. Social media will be a tool to satisfy learners in their learning process.

In terms of using social media as a learning tool, some students agreed that teachers should apply social media in teaching because it provides students with creative learning. Lessons with the use of visual aids like videos are less tedious and more engaging, which motivates students to learn. Teachers in particular, can create humorous educational videos easily via online applications instead of boring lectures. Furthermore, videos designed by lecturers can be reused many times, which saves teachers' efforts in their teaching. As a result, students can benefit from creative learning.

In this digital world, the transformation of vocabulary teaching should be considered, and the idea for lecturers to teach vocabulary through social media seems feasible. Teachers can make some amusing videos to supply their students with news and vocabulary instead of giving them traditional lectures. (Student 3, interview extract)

Yes. Because teaching through social networks can create many things and make students excited and not bored when learning another language. (Student 8, interview extract)

I think yes. Since students use their social media to learn, teachers can also use it as a method to make students more active while learning. (Student 15, interview extract)

Convenience in teaching and learning

Social media is described as a convenient way for learners and instructors in educational contexts. Students 3 and 11 said that teachers could make videos to save their teaching time because the videos can be reused to teach. In addition, Student 7 thought that lecturers could create pages about vocabulary and structures. For students 5, 12, and 13, social media can help learners to learn vocabulary anytime and anywhere. Student 6 reported that students could be observed and looked after more carefully if the method is applied. Youngsters are people who use social media every day. This way of teaching is recommended as it is suitable for the young generation to adapt (Student 9).

Regarding applying social media in teaching, some students confirmed that teachers should use it due to its convenience in teaching and learning. Social media in particular, may enhance learning and enable students to make use of both time and space. For lecturers, creating pages about vocabulary and grammatical structures where students may easily access the knowledge and watch/rewatch videos. As a result, learning and teaching via social media are more convenient for both students and teachers.

... Teachers can also gain benefits from this idea as one video they made can be re-taught a few times. That can save their effort. (Student 3, interview extract)

I think it should be that teachers impart knowledge through social networks so that young people can learn a lot of knowledge and vocabulary from many teachers in many places. Because each individual has a different way of thinking and expression, students can learn without being stereotyped. (Student 5, interview extract)

Yes, it brings many different forms of learning and interest and takes care of students easily. (Student 6, interview extract)

Today's social network is developing; it is very reasonable for teachers to apply it to teaching when teachers can create pages about vocabulary and structures for students to use when needed. (Student 7, interview extract)

I think teachers should apply social networks in teaching because they are accessible to many students, take advantage of their time, and most of all, in the age of technology, everyone uses phones, and the ability of young people to communicate is very high. (Student 9, interview extract)

Yes. Because I think teaching through social networks can be saved, read, and easily communicated through examples or actual videos. (Student 11, interview extract)

Yes. Because it is quite convenient for me without having to go to the desk to study. Learners can learn anytime. (Student 12, interview extract)

Yes. Most people surfing social media every day can study and do something else at the same time. (Student 13, interview extract)

Improving learners' vocabulary usage

Applying knowledge learned in classes in real life is compulsory for language students. Nevertheless, learners tend to lack practice using vocabulary in classes because of limited

chances to speak or write as well as apply the words to produce their output. The problem might make learners use vocabulary in the wrong contexts. To remedy this problem, social media is considered a solution. Because social media has communities or groups of English users in the world, the learners can get on well with them to produce the output. Students can apply the words they learned naturally by frequently practicing in foreign language environments.

... English learners can naturally use the vocabulary learned from social media in their daily life. (Student 4, interview extract)

Following popular role models

Creating content about English vocabulary is renowned in the world in general and in Vietnam in specific. One of the reasons why lecturers had better use social media to teach vocabulary is that there are innumerable English teachers across the globe creating their accounts, pages, or channels to provide plenty of content about the English language as well as vocabulary. Learning from them is low-cost, convenient, and effective. Student 2 recommended that lecturers should imitate online English teachers as role models.

In terms of using social media in teaching, some students confirmed that teachers should apply social media in teaching since it provides a popular role model for learners to follow. There are communities or groups of English speakers, particularly on social media, allowing students to practice by imitating the models naturally.

Definitely yes. I love this. A lot of English teachers on Tik Tok teach students new vocabulary. I also learned a lot from surfing Tik Tok videos. (Student 2, interview extract)

Interview question 4: What are the challenges that you face during the process of learning English vocabulary on social media?

Although most participants mentioned the benefits of learning vocabulary on social media, the disadvantages also existed. In particular, most participants agreed that learning on the online platform caused external factors affecting learners' attention. One of the common reasons was that social media tends to be used for the purpose of users' entertainment. Some learners might have insufficient efforts in the pursuit of the process of learning vocabulary on social media. For example, learners may be lazy to take notes to study and fail to turn short-term memory into a long-term one.

Distraction

Many external influences affect the process of acquiring knowledge. (Student 1, interview extract)

Social networks will distract me from studying. (Student 9, interview extract)

I agree that social media offers practical knowledge, but most people spending time on social media want to relax their minds from work and school. It's hard to focus on studying (Student 7, interview extract)

It is impossible to learn because there will be distracted by something appearing on social media. (Student 6, interview extract)

Lack of motivation

Regarding the drawbacks of social media in teaching, some students stated that they were impacted by outside causes, making it difficult to concentrate. They failed to take notes or write down things, weakening their long-term memory. They were hence unmotivated due to being independent.

Learners might be lazy to write down in the notebook or take notes to have long-term memory, and this is the downside of this learning. (Student 14, interview extract)

Discussion

Our study explored the perspectives of students on using social media to learn vocabulary. The results indicated that the students' attitudes towards social media are positive regarding facilitating vocabulary acquisition; students can retain the words longer as they watch subtitles upon watching videos, as supported by the results of Fahdin (2021), and English-content videos are easy for them to comprehend and memorize. Moreover, students can attain authentic words on social media. Besides, social media create a safe and friendly environment, supporting the results of Sidgi (2021), Mukhlif and Challob (2021), and Hashemifardnia et al. (2018). Students are eager to learn new things without being judged or forced. Furthermore, students tend to learn and use common and trendy words to connect with others. Specifically, they use multiple words and learn through comments and replies. Agreed by the result of Sidgi (2021), social media users tend to try to apply new words in the comment section.

In terms of improving vocabulary usage, the students are aware of their vocabulary improvement through social media, such as applying the words learned properly, supported by Zainal and Rahmat (2020). Moreover, our study showed that students make use of the words in writing and speaking, enhancing vocabulary acquisition; this was agreed upon by Mukhlif and Challob (2021), Nurlaily (2021), and Fahdin (2021). Short videos with English material content help students expand their vocabulary and use appropriate words in appropriate contexts. Furthermore, they feel more engaged and assured when speaking and writing to others. The finding was the same as those of the previous studies. Sidgi (2021) and Kabooha and Elyas (2018) found that social media provides learners with motivation, engagement, and a wide range of English words.

When it comes to language learning interests, the students are aware of social media's value in promoting their interests. This was compatible with the previous studies carried out by Abbas and Hussain (2019), Tabrizi and Onvani (2018), and Kabooha and Elyas (2018), Al Mubarak (2017), and Tufail et al. (2021). They indicated that social media increases their interest in learning and inspires them to study. Moreover, they also get curious to look up the meaning of words, as supported by Sivagnanam and Yunus (2020), and Al Mubarak (2017), as it motivates them to learn vocabulary and produces autonomous learners. Students perceive social media as an active environment to connect with people from English-speaking nations all over the world, as supported by the results of Dhanya (2016), Monica-Ariana & Anamaria-Mirabela (2014), Annamalai (2018), and Arumugam et al. (2020). Specifically, social media provides platforms for collaboration, communication, sharing concepts, and discussing them with others easily.

Particularly, social media motivates learners to study and gives them a flexible, less-threatening, safe, and supportive environment (especially for shy and low self-esteem students). Moreover, social media reduces students' anxiety levels, as Mukhlif & Challob (2021) and Hashemifardnia et al. (2018) agree.

Moreover, the results indicated that the students are positive about social media in terms of expanding their vocabulary knowledge, improving vocabulary usage, increasing learning interest, promoting comfort and active learning, and improving their ability to memorize words. Students are positive regarding expanding vocabulary knowledge, such as by encountering multiple levels of vocabulary, diverse topics, and updated information in the world. This result was compatible with those of previous studies. The studies were carried out by Sidgi (2021), Domingo and Aguillon (2021), Mukhlif and Challob (2021), Fahdin (2021), Nurlaily (2021), Al Mubarak (2017), and Tufail et al. (2021) on vocabulary acquisition in context. Specifically, they saw social media as an effective tool owing to many factors, like universality and multimodality.

In terms of improving vocabulary usage, the students recognized the value of social media in terms of pronunciation, usage, context, and daily conversation. This result was compatible with those of previous studies. Zainal and Rahmat (2020) conducted their study in the context. Specifically, students can absorb new words and know how to use the words in appropriate contexts. Most participants realized that they enriched their vocabulary knowledge and used appropriate words in the right context, according to Sidgi (2021), Anumanthan and Hashim (2022), Mukhlif and Challob (2021), Kaviani (2022), and Nurlaily (2021). For instance, students' construction of sentences with regular verbs becomes better via Tik Tok.

When it comes to increasing learning interest, the students are aware of the value of social media as a useful, interesting, fun, enjoyable, time-saving, and effective learning tool. They recognized that they learn words unconsciously through interesting video clips. As a result, they have an interest in using social media as a learning tool, as supported by the results of Abbas et al. (2019), Sivagnanam and Yunus (2020), Sidgi (2021), Domingo and Aguillon (2021), Tabrizi and Onvani (2018), Kabooha and Elyas (2018), and Al Mubarak (2017). For instance, a study by Ichara Sinta (2022) showed that TikTok duet videos bring entertainment and motivation to students. Another study by Kabilan and Zahar (2016) indicated that the application of Facebook helps to increase learners' motivation and confidence to practice using English and actively participate in learning activities.

In addition, social media also promotes comfort and active learning. For instance, a study by Hashemifardnia et al. (2018) showed that WhatsApp creates a motivating environment where learners can share their ideas without shyness (especially for introverts). They also appreciate this because it is convenient and relaxing without much pressure. This was compatible with the previous study. Domingo and Aguillon (2021) carried out their study in an English learning context. Our result was similar to that of Sidgi (2021), Domingo and Aguillon (2021), Mukhlif and Challob (2021), and Kabooha and Elyas (2018) regarding comfort and active learning. It also provided a fun, engaging learning environment, which encouraged students to pick up information more quickly and effectively. Furthermore, some students also recognize the benefits of active learning through social media, as they can make efficient use of time,

supporting the results of Monica-Ariana and Anamaria-Mirabela (2014), Hashemifardnia et al. (2018), and Kabooaha and Elyas (2018). This can be explained by a study by Al Mubarak (2017) as it fastens focus on targeted words and gives students active roles in content development.

When it comes to the ability to memorize words, our research indicated that students are aware of the benefits of social media in terms of memorizing them longer. For instance, short articles, funny photos, and videos make users easily recognize the context and memorize it longer. This was similar to the results of Fahdin (2021). For example, according to Ichara Sinta (2022), Tik Tok duet videos bring entertainment and motivation to students and improve their memory in terms of English adjectives.

Our study discovered the perspectives of students on using social media as an effective tool for learning vocabulary. According to the findings, students' perspectives of social media regarding information sharing are positive; students can absorb a great source of information, exchange information, learn trendy words from others, have opportunities to access knowledge from around the world, discuss and talk about broad subjects, as supported by the findings of Annamalai (2018) and Kabilan and Zahar (2016). This was also compatible with the results of Arumugam et al. (2020), and Ko (2019). Students can share their concepts and discuss them with others easily. As a result, social media strengthens cooperation and sharing.

In terms of facilitating vocabulary acquisition, the students recognized the value of social media in assisting them in learning many different types of English in different locales, remembering new words and easily recognizing context, and learning words through comments, posts, pictures, and trends. The results were similar to those of Zainal and Rahmat (2020), Sidgi (2021), Mukhlif and Challob (2021), and Tufail et al. (2021), in that the participants absorbed new words and knew how to use them in appropriate contexts. For instance, based on a study by Fahdin (2021), short videos of Tik Tok with English language content help learners expand their vocabulary knowledge. English-language videos are easy for them to comprehend, memorize, and use a wide range of words like verbs, nouns, and so forth. Moreover, Ichara Sinta (2022) and Nurlaily (2021) also support our results, as the study shows that social media improves their memory in terms of English adjectives. Most students are conscious that it helps them learn new English words outside of textbooks and dictionaries. Moreover, Facebook helps students acquire vocabulary using online visual, textual, and audio resources. The participants responded that the responses are positive regarding learning new things, producing autonomous learners, improving vocabulary learning skills, and expanding their vocabulary.

When it comes to creating positive learning environments, the students are aware of the opportunities to relax and learn subconsciously, increase self-awareness, and feel comfortable while learning on social media, as supported by the results of Sidgi (2021), Domingo and Aguillon (2021). Specifically, social media helps students decrease communication anxieties and make them motivated to learn new things without being judged or forced. Mukhlif and Challob (2021), and Hashemifardnia et al. (2018) reported that social media gives them a flexible, less-threatening, safe, and supportive environment. According to Kabooaha and Elyas (2018), social media also provides a fun, engaging learning environment, which encourages students to pick up information more quickly and effectively.

Conclusion

In conclusion, with a mix of quantitative and qualitative methods, the research paper explored students' perceptions and how they improve their English vocabulary with the use of social media. Concerning vocabulary improvement through the use of social media, the results concluded that social media provided an active and practical environment for learners. The students were the representatives of the young generation having many opportunities to adapt to virtual environments as well as social media. Therefore, there is no doubt that the result showed that most of them utilize online platforms to learn and enhance English vocabulary, particularly via pages or channels of famous applications such as Facebook, YouTube, or Instagram. Thanks to getting along with social media platforms, the learners develop their vocabulary in terms of phrases, synonyms or antonyms, or idioms. Moreover, the finding demonstrated numerous achievements during the process of using social media to improve vocabulary knowledge. Specifically, the learners can memorize words over a long period of time due to the application of attractive or entertaining approaches like videos or images. Besides, the students can share everything freely on social media through comments or replies containing real-life contexts. Social media also motivates students to search for words they do not know on social media. By making use of available functions of social media, the learners have more chances to practice using vocabulary with their efforts and connect with many English users across the globe.

Additionally, students' perceptions were divided into three aspects: the learners' fondness, social media's effectiveness, and their opinions about using social media to teach vocabulary. The first one was related to the students' fondness regarding using social media to learn and enhance vocabulary, supported by the reasons, namely (1) expanding vocabulary knowledge, (2) improving vocabulary usage, (3) increasing learning interest, (4) promoting comfort and active learning, and (5) improving the ability to memorize words. The second one was about social media's effectiveness in enhancing English vocabulary, which was supported by the ideas such as (1) sharing information, (2) facilitating vocabulary acquisition, and (3) creating positive learning environments. The last one was associated with students' attitudes toward whether lecturers should employ social media to teach vocabulary. The finding indicated that most participants agreed with the idea and shared some reasons, including (1) providing many chances to practice, (2) providing creative learning, (3) convenience in teaching and learning, (4) improving learners' vocabulary usage, and (5) following popular role models. On the other hand, learning vocabulary through social media caused distraction (1) and lack of motivation (2) for the learners. Based on the findings, the researchers believed that English lecturers could have a deep understanding of learners' attitudes and experiences to consider applying social media as a modern tool to teach vocabulary as well as the English language.

Limitations and Suggestions

The number of participants was limited, which influenced the whole population's opinions in the context. The researchers had yet to make the results objective because of not conducting the study in a particular course. The research participants were a mix of many different majors at the university, affecting the view of certain majors. The questions in the interview as well as the survey just mentioned discussed the advantages of social media without the drawbacks of

social media, like the correctness of language used on social media, difficulties in learning English vocabulary on social media, etc. The lack of disadvantages of the use of social media to enhance vocabulary made the paper biased and not objective.

The researchers suggest that further research papers regarding this topic should be carried out in a particular major. Furthermore, future papers had better have a great number of participants. Importantly, the related studies should be conducted using more objective methods like observations, pre-tests/pro-tests, and experimental or control groups. Future researchers can utilize social media in their English courses and use a mix of quantitative and qualitative methods or other methods to discover more valuable outcomes and results. There should be more questions in surveys and interviews about what students do to learn English vocabulary through social media. The survey needs to explore how much time students spend learning vocabulary via videos on social media and which types of videos they frequently watch. There should be a comparison between the answers of students who spend most of their time learning English on social media and who do not spend time learning.

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