Students' Perception on Learning Grammar through Social Media during Covid-19 Pandemic

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Abstract

This study aimed to describe students' perceptions in learning grammar using social media during the Covid-19 pandemic. This research used qualitative method with descriptive analysis. The subjects of this study were 20 students who had been taught grammar through social media due to the Covid-19 pandemic outbreak in the third semester of the English Education Department of the Sultan Amai State Islamic Institute of Gorontalo in the academic year 2020/2021 which were taken with a purpose. Data collection that used was questionnaires and interviews. The data obtained were analyzed through data reduction, data display, and drawing conclusions / data verification. The results of this study indicated that Students perception show that the most preferred social media for learning grammar by using social media was YouTube, Zoom, and WhatsApp and based on the result of research it showed that learning grammar by using social media are quite diverse and elaborate it. was very helpful, increasing the value, quite flexible but less motivated, less facilitated, not effective, has more disadvantages than advantages and less of interested. Based on students' perception, 15 out of 20 students feel that they are not facilitated by the network to access the internet to learn grammar online because many students learn in their respective areas which are still difficult to signal to access the internet.

Keywords: *Grammar Learning, Social Media, Students' Perception*

Introduction

At the beginning of 2020, the world was shocked by the corona virus outbreak. This caused the Indonesian government to limit activities carried out outside the home. And on

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March 15, 2020, the President of Indonesia asked the local government to make a study from home policy for students and university students.

Since then, the government and all levels of society have campaigned social distancing to prevent the transmission of covid-19 (Kompaspedia.kompas, March 2020). One of the sectors most affected by this pandemic is the education sector. The pandemic conditions that occurred make learning to be carried out completely online until an undetermined time. The same thing has been applied to almost all schools and campuses in Indonesia, especially IAIN Sultan Amai Gorontalo. The campus has issued a circular to conduct online learning. Of course, this is a challenge for both lecturers and students. Not a few students and teachers still hold on to the belief that effective learning is through direct interaction between students and teachers in the process of delivering material where the teacher can evaluate students' understanding of the material presented through learning activities of students in class (Adimawati Helingo, 2020).

Likewise, the case in language learning, especially learning English at the college level, for English department students, learning English really pays attention to four skills such as listening, speaking, reading, and writing. Apart from the four skills, there is also competency that must be mastered by English department students, namely grammar. According to P. Knaap and M. Watkins (2005) grammar as a language system, there are particular arrangements and forms that all users are required to follow. Futhermore, Richards and Schmidt in Baleghizadeh and Oladrostam (2011) defined "grammar as a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in a language. It usually takes into account the meanings and functions these sentences have in the overall system of the language" (Hopp, 2022). Grammar is a competency that is even used as a subject for the English department. Many students, especially English department students at IAIN Sultan Amai Gorontalo, still do not understand the use of grammar. This is shown by the fact that there are still many English department students who use grammar incorrectly.

Teaching grammar must have well preparation because learning grammar is not only given material and required to understand the material without any guidance from the lecturer. Due to the pandemic *Covid-19*, learning grammar must be implemented online. According to Bilfaqih & Qomarudin (2015) online learning is a program for organizing online learning classes to reach a massive and broad target group. However, in reality there are obstacles that could happen, because, in fact there are still many students who misunderstand the explanations of the material being distributed, even in face-to-face learning systems. Based on Chapelle (2017) "the study of grammar has been affected

dramatically by computer-assisted method through corpus linguistic, which has changed how grammar is studied as well as who can conduct research on English Grammar". Furthermore, D. Bikowski (2018) added that educators are now looking to technology to address many of the challenge related to teaching grammar from a meaning-based and communicative perspective, as well as to teach English more efficiently and effectively.

On the other hand, teaching grammar through social media make students has any perception. Valdeón (2021) stated that perception is the process of organizing and the process of interpreting a person towards a stimulus, which is influenced by the desire, knowledge and experience relevant to the stimulus that is influenced by human behavior in determining life goals. Therefore, perception could be different based on the students' experience in their life.

In addition, based on the interview with the lecturer who taught grammar through social media on November 2020, the lecturer said that teaching grammar through social media have the advantages and disadvantages. The advantages, it can be done everywhere and every time. Baron (2015) agree with this statement as he said that "learning is done anytime and anywhere". Meanwhile, the disadvantages the lecturer felt that limited to express and deliver the strategy for teaching grammar, so the students might be do not get what the lecturer explain.

However, this learning system should be running because the pandemic. So, the lecturers should have a good strategy for teaching grammar through social media. As Helingo (2020) stated that "by utilizing available information technology there are several alternative applications that can be used in online learning English Grammar during pandemic. So, lecturer need to consider what social media applications that they will use to teach grammar by using the students' point of view as a media for delivering material. Considering that there are lots of applications that can be used such as social media including What Sapp, Facebook and YouTube or video-conferencing applications such as zoom, Google meet. Based on the explanation above, the researcher is interested in observing and finding what students perceive on teaching grammar through social media during pandemic *covid-19*.

Methodology

The researchers used qualitative method by using descriptive qualitative design. In this design of descriptive qualitative, there were participants for collecting the data. The participants were 20 students who were taught grammar through social media. The researchers shared questioners' sheet and interviewed the subject of research. They were

in the third semester of Class C at English Department of IAIN Sultan Amai Gorontalo in the academic year 2020/2021.

The technique in collecting the data was questionnaire and interview. The model of questionnaire and interview that has been used was questionnaire sheet that the researcher observed directly and use open interview. 1). Questioner sheet used for obtaining data from English Department students regarding student's perception on teaching grammar through social media. The questionnaire used was an open questionnaire which the answer has been provided by using Likert scale. 2). Interview was used to get information or data from English Department students regarding student's perception on teaching grammar through social media, to complement the information or data collected from other data collection techniques, to get confirmation with another instrument. 3). Documetation obtain information, knowladge and evidence related with from English Department students regarding student's perception on teaching grammar through social media. By using accurate evidence from within te records from wich te information is sourced. documentation in the form of photos, vidio, and recordings.

In the technique of analyzing the data, the researchers used three steps namely; data reduction, data display and drawing or verification. As Miles & Huberman stated that data analysis activities, namely data reduction, data display and drawing / verification of conclusions.

Findings

This research is to find out the students' perception on learning grammar through social media during covid 19 pandemic. In these findings, the research reduces data, finds the important points related to the findings. Then, the researcher display it into tables and write the chart's result descriptively. Based on the research that has been done by using questionnaire from twenty respondents or students of English Department Class C on Third Semester, it can be found that:

Table 1. the result of questioner about Students' perceptions of social media used for learning grammar

No	Students' perceptions of social media used for learning grammar	SA	A	D	SD
1.	The use of social media WhatsApp helps students in learning grammar through social media during the Covid-19 pandemic.	30%	50%	20%	-
2.	The use of social media Google classroom helps students in learning grammar through social media during the Covid-19 pandemic	15%	45%	40%	-

3.	The use video-conferencing of social media ZOOM helps students in learning grammar using social media during the covid-19 pandemic	30%	55%	15%	-
4.	The use of Facebook social media helps students in learning grammar through social media during the covid-19 pandemic	10%	45%	40%	5%
5.	The use social media of YouTube helps students in learning grammar through social media during the COVID-19pandemic	20%	70%	10%	-

The result of first questionnaire number 1 showed that from 20 respondents, there are 6 respondents or 30% said "strongly agree", 10 respondents said "agree", and 4 respondents or 20% said disagree. The most response of the respondents is agree that Whatsapp is an application that helps students learn grammar through social media.

The result of first questionnaire number 2 showed that from 20 respondents, there are 9 respondents or 45% said "agree", 8 respondents or 40% said "disagree". The most response of the respondents is agree that Google Classroom is an application that helps students learn grammar through social media.

The result of first questionnaire number 3 showed that from 20 respondents, there are 6 respondents or 30% said "strongly agree", there are 11 respondents or 55% said "agree", 3 respondents or 15% said "disagree". The most response of the respondents is agree that Zoom is an application that helps students learn grammar through social media.

The result of first questionnaire number 4 showed that from 20 respondents, there are 2 respondents or 10% said "strongly agree", there are 9 respondents or 45% said "agree", 8 respondents or 40% said "disagree", 1 respondents or 5% said "strongly disagree". The most response of the respondents is agree that Facebook is an application that helps students learn grammar through social media.

The result of first questionnaire number 5 showed that from 20 respondents, there are 14 respondents or 70% said "agree", 2 respondents or 10% said "disagree". The most response of the respondents is agree that Youtube is an application that helps students learn grammar through social media.

Table 2. The result of questionnaire about Student Perceptions of Learning grammar through social media during the Covid-19 pandemic

No.	Student Perceptions of Learning grammar through social media during the Covid-19 pandemic	SA	A	D	SD
1.	Learning grammar through social media really helps students in carrying out learning for pandemic situations	10%	70%	5%	15%
2.	Learning grammar through social media is very suitable for pandemic situations	15%	70%	5%	10%
3.	Students are motivated to use social media in grammar learning through social media during the pandemic.	-	40%	35%	25%

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4.	Students are facilitated by having a network to access social media for grammar learning during the pandemic.	-	25%	40%	35%
5.	Learning grammar using social media is very effective in using during the pandemic in understanding the grammar material provided by the lecturer.	-	30%	50%	20%
6.	Learning grammar using social media during the pandemic makes students understand more about the grammar material provided by the lecturer.	-	10%	75%	15%
7.	Students perceive that learning grammar using social media during a pandemic makes understand the use of grammar in accordance with the material provided by the lecturer and used in daily life.	-	40%	55%	5%
8.	Students perceive there has been an improvement in score after learning grammar through social media during the pandemic.	5%	50%	40%	5%
9.	Students perceive that learning grammar with social media during a pandemic has more benefits than weaknesses.	5%	30%	60%	5%
10.	Learning grammar with social media during a pandemic is higher quality than offline learning as usual.	-	-	60%	40%
11.	Learning grammar with social media during a pandemic can make students more flexible in learning grammar.	5%	45%	45%	5%
12.	Students find grammar learning with social media during a pandemic more interesting than offline learning as usual.	5%	15%	65%	15%

The result of second questionnaire number 1 showed that from 20 respondents, there are 2 respondents or 10% said "strongly agree", 14 respondents said "agree", and 1 respondent or 5% said disagree. The most response of the respondents is agree that social media was very helpful for students in learning grammar during a pandemic situation.

The result of second questionnaire number 2 showed that from 20 respondents, there are 3 respondents or 15% said "strongly agree", 14 respondents said "agree", and 1 respondent or 5% said disagree. The most response of the respondents is agree that students felt motivated learning grammar by using social media.

The result of second questionnaire number 3 showed that from 20 respondents, there are 8 respondents or 40% said "agree", and 7 respondents or 35% said disagree. The most response of the respondents is agree that students felt less facilitated by networks to access social media during pandemic to learn grammar.

Discussion

From the finding and discussion that have been presented, there were two conclusions in this research. First is based on the result of questionnaire and interview, 80%of students chose ZOOM application which has share screen feature that makes it easier for students or lecturers to present the material and 90 % of students chose

YouTube as a source or reference for grammar learning. Meanwhile, WhatsApp also a good application for students to share an opinion if there is still material of grammar that has understood yet. Google classroom is a suitable application for giving and submitting assignments that given by lecturer. Hence, based on students' perception, the implementation of learning grammar through social media during pandemic really helped students and suitable for pandemic situation but cannot be literally effective. Students felt that grammar will be implemented properly with offline learning and social media only as a assistance media for learning grammar. So that, students hope that even though they use social media, students can take a benefit of using social media and be adjusted based on students' necessary on learning grammar.

Students' perceptions on teaching grammar through social media during Covid-19 pandemic are quite diverse. Most of students think that learning grammar through social media is not effective and have many disadvantages yet online learning really helps students in carrying out for learning grammar during pandemic situation. According to Helingo (2020) there are several alternative applications that can be used in online learning English Grammar during the pandemic to stimulate student on learning grammar. There are four applications namely; Whatsapp, Google Classroom, Zoom, and Youtube.

Students feel that learning grammar through social media is very helpful for students in learning grammar in a pandemic situation. According to Kokoç (2019) the flexibility of e-learning places allows students to access subject matter anywhere, as long as the computer is connected to the Internet network. According to Kokoç (2019) the flexibility of e-learning places allows students to access subject matter anywhere, as long as the computer is connected to the Internet network. Based on the theory this is in accordance from this statement, 14 students agreed that social media was very helpful for students in learning grammar during a pandemic situation. This is due to situations that make students forced to study at home with long distances. So that the existence of social media really helps students in learning grammar. According to Hoi et al. (2021), online learning train learners are to be more independent in getting Science. Based on the theory that is mentioned, it is in accordance to this statement, 8 out of 20 students felt motivated by learning grammar using social media because students felt more independent in learning grammar and were enthusiastic about looking for material by themselves to add sources of knowledge in learning grammar. However, 7 out of 20 students disagreed and 5 others strongly disagreed. This happens when students are enthusiastic about learning grammar but become unmotivated due to network constraints, coupled with students who are getting bored with learning to use social media and feel less flexible in learning

grammar due to lack of interaction with lecturers, this is in accordance with La Hanisi et al. (2018), the learning process through e-learning uses internet services which require students to learn independently without depending on the teacher. If students are unable to learn independently and their learning motivation is low, it will be difficult for them to achieve learning goals.

Based on students' perceptions, 15 out of 20 students feel that they are not facilitated by the network to access the internet to learn grammar online because many students learn in their respective areas which are still difficult to signal to access the internet, this is appropriate with La Hanisi et al. (2018), the technical weakness is that not all students can take advantage of internet facilities because they are not available or the lack of a computer connected to the internet. In contrary, 5 out of 20 students feel facilitated because of the free quota subsidy from the government and can be used properly without problems with the network.

Based on this statement, 14 out of 20 students felt they were learning grammar material provided by social media during the pandemic because according to students' grammar was material that had to be explained face-to-face. Students argue that learning grammar face-to-face can still cause misunderstandings, especially by doing online learning coupled with network difficulties in accessing the internet so that they are forced to not fully understand the material given. This is in accordance to Yodha et al. (2019), Learning material becomes less understood when learning is not supported by direct explanations from the teacher. Meanwhile, 6 of the other students felt that they were effective because there were no disturbances in accessing the internet and looking for material sources on other social media applications.

According to La Hanisi et al. (2018), the use of e-learning as a distance learning, makes students and teachers physically separate, as well as between students, which results in there is no direct interaction between teachers and students. It is feared that the lack of interaction could nearly the formation of attitudes, values, morals, or social in the learning process so that they cannot be applied in everyday life. This theory is supported by students' perceptions, 18 students out of 20 students do not understand the grammar material given by the lecturer because students feel that learning social media through social media feels limited so that when there is material provided and do not understand, students feel limited to asking questions because the learning time will run out and the network which was not good made a voice intermittent in question and answer.

Based on the statement, 11 out of 20 students, they agreed that they had an increase in their grades but they thought that they only got a little knowledge. This result

is supported by theory according to Yodha et al. (2019), the process of collecting assignments and working on tasks is done online via google docs or forms so that they are effective and can save costs.

According to Kokoç (2019), lack of interaction between teachers and students and even between students themselves which results in delays in the formation of values in teaching and learning process. This is accordance to result of students' perception that 13 out of 20 students think that learning grammar using social media has more drawbacks. According to students', grammar must be taught face-to-face because if there is something that cannot be understood, it can be directly asked to the teaching person and it will be resolved regarding understanding the use of grammar and also the difficulty of internet access which is the biggest drawback in learning grammar using social media. Meanwhile, 7 out of 10 students stated that using social media in learning grammar has its own advantages. Namely, cost-effective and can be reached anywhere and anytime. This is in accordance with the opinion of Kokoç (2019) who stated that e-learning can reduce training costs. Education can save costs because there is no need to spend on classroom equipment such as providing blackboards, projectors and stationery.

According to Kokoç (2019), there is high learning flexibility. This means that students can access learning materials at any time and repeatedly. This theory is supported by the statements of 10 out of 20 students; they think that doing online grammar learning is quite flexible because it can be done anytime and anywhere. Meanwhile, the other 10 students argued that learning grammar using social media was less flexible because usually the set time could change and felt that it would be more flexible if it was done face to face.

Based on students' perception, 16 out of 20 students are more interested in learning grammar offline than learning grammar online. This is because students think that they can express their way of learning grammar and lecturers can more freely provide material and use the media properly so that the feedback from grammar learning will correctly be seen. This is in accordance to La Hanisi et al. (2018) technology is an important part of education, but if it is more focused on the technological aspects and not the educational aspects, then there is a tendency to pay more attention to technical or business / commercial aspects and ignore the educational aspects to change the academic abilities, behavior, attitudes, social or skills of students. But, 4 other students are interested in learning grammar online because they can find new challenges and feel honed in using social media enthusiasm for learning.

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Conclusion

Second is Students' Perception on Learning Grammar through social media during Covid-19 Pandemic.There are several students' perception on learning grammar through social media, including: 1.) Students feel that learning grammar through social media is very helpful for students in learning grammar in a pandemic situation. 2.) Students feel less motivated in using social media during pandemic situations. 3.) Students feel less facilitated by networks to access social media during the pandemic to learn grammar. 4.) Students feel that online learning through social media is less effective in understanding the grammar material provided by the lecturer. 5.) Students feel they do not understand grammar material given by lecturers through social media during the pandemic. 6.) Students admit that there is an increase in the value of learning grammar through social media. 7.) Students feel that learning grammar using social media has more disadvantages than advantages. 8.) Students feel that offline grammar learning is of higher quality than online grammar learning. 9.) Students feel that learning grammar with social media is quite flexible during a pandemic. 10.) Students are more interested in learning grammar offline than learning grammar online.

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