

The Influence of Social Media Sites Toward English Language Skills of English Department Students at Sintuwu Maroso University

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Abstract : This research aims to find out the most common of social media sites that can influence on students' English language skills and to determine the influence of social media sites toward English language skills of English Department students at Sintuwu Maroso University. The method used in this research is quantitative research with a survey design. Data is collected from questionnaire. 69 respondents are participated in filling out the questionnaire. Meanwhile, data is analysed uses SPSS version 25. The results of the research show that: 1) YouTube is the most common social media sites that can influence students' English language skills as much as 68.1%, and 2) The influence of social media sites on students' English language skills is 74.53%. It can be seen from the average value of the indicators, namely the ease of using social media sites (4.19), the influence of Instagram on writing skills (3.40) and reading skills (3.56), the influence of Facebook on writing skills (3.41) and reading skills (3.48), the influence of YouTube on listening and speaking skills (4.32), the positive influence of using social media sites in English learning (4.34), incorporation of social media sites in English learning (4.00), and the negative influence of using social media sites in English learning (2.90).

Keywords: *Influence, Social Media Sites, English Skills*

1. INTRODUCTION

In the all-digital era in the world of education, teachers are required to be creative to using interactive and innovative learning media. Media use Learning is very important in a teaching process because if the teacher using interesting learning media during the learning process progressing, students become more interested and enthusiastic during learning. Surely things It can increase the success of a learning process. Instead if the learning media used is less interesting, students will be easy feeling bored in following learning, this causes less class conducive and causes a lack of understanding of students when the teacher explains learning materials.

The development of technology is increasing day by day. With the development of this technology, can make it easier for humans to carry out activities everyday. All human circles cannot be separated from technology, especially in the world of education. The role of technology in education is very important because it can be a very helpful tool in finding or searching for information related to learning. Development technology can also facilitate the use of innovative and creative learning media. One way to use technology as a medium learning, namely by using social media. Social media is one of the means of information and communication technology used by the general public around the world to communicate in a timely manner online. Social media is also one of the platforms widely used by various circles and ages. Social media has become an indispensable part of our lives. Media social allows humans to interact with each other without being limited by space and time. Social media also makes it easier for users to socialize with anyone, humans can communicate with each other anywhere and anytime, no matter how far away it is with unlimited time.

Apart from being a tool to interact between fellow users, social media can be a tool for learning for every learner, especially in English language learning. By using social media, students can increase their knowledge and practice English skills through video content containing music, vlogs, tutorials, and so on containing English learning. Using social media while learning English can help your practice and improve

your English skills which include reading, writing, speaking and listening skills specifically for students majoring in English education. The use of social media as a means of learning, entertainment or a place to find knowledge information among students, especially English language students makes them more interested in accessing various social media sites for personal, educational, or other interests that can motivate students to continue using social media. In English students, English language skills, namely speaking, writing, reading, and listening must be fulfilled optimally because these four skills are very important in learning English.

At Sintuwu Maroso University, especially students in the English Language Education Study Program, 100% have a cellphones and on average have more than one social media account. In pre-observation, researcher conducted interviews with 2-3 students for the 2020 academic year regarding their English language skills. From the results of interviews, researcher found that 70% of students still lack English language skills and also still have difficulty understanding English language learning. So, to fulfill these four skills, they use social media to find information related to English language learning. This is because social media can have benefits that can help and improve students' language skills through accessed social media sites that contain English language learning.

From the explanation above, it can be concluded that social media sites can influence students' English language skills. Therefore, researcher is interested in researching **“The Influence of Social Media Sites Toward English Language Skills of English Departement Students at Sintuwu Maroso University.”**

2. METHOD

This research used quantitative with survey design approach. The success of research hinges on effective data collection. These techniques provide researchers with the tools to acquire information from diverse sources, environments, and methods. In this research, researcher uses research instruments including surveys to collect data. Questionnaire was used to find out and obtain data from respondents through questions or statements according to the user's request for his research. According to Sugiyono (2017), questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. In this research, researcher used research instruments to collect data using questionnaire. This questionnaire targets students in Sintuwu Maroso University's English Language Education program. It aims to identify the most popular social media platforms impacting their English skills and assess the extent of that influence. The questionnaire is divided into four sections. The first section gathers demographic information, including names, genders, ages, and educational backgrounds, to understand the student population.

In the second part, researcher asked specific questions about students' backgrounds experience about the Internet. There are 6 statements adopted from the research Sari (2018) entitled “The Influence of Social Media Sites Toward Students' English Language Skills.” The third part is just one question about what social media sites are most commonly used which can influence students' language skills. Can be seen in the blue print in table 3.2 below.

**Table 1 Blue Print of
Students' Background Experience about Internet**

No	Aspects	Indicators	Items Number
1.	Students' background experience about internet	Time using the internet via social media	1,3, 4
		Have a social media account or not	2
		Language use in accessing social media sites	5
		Number of courses that use social media sites	6
2.	The most common of social media sites that can influence on students' English language skills	Social media sites are most commonly used	7

Source: Adopted from Sari (2018)

And the last part is to find out the influence of social media sites on English skills. Can be seen in the blue print in table 3.3 below.

Table 2 Blue Print
The Influence of Social Media Sites on English Skills

No	Aspects	Indicators	Items Number
1.	Profit	The ease of using social media sites	1, 2
2.	Writing skill	- The influence of Instagram in writing skill	3, 4, 5, 6, 7
		- The influence of Facebook in writing skill	11, 12, 13, 14
3.	Reading skill	- The influence of Instagram in reading skill	8, 9, 10
		- The influence of Facebook in reading skill	15, 16, 17, 18
4.	Listening skill and Speaking skill	The influence of YouTube in listening skill and speaking skill	19, 20, 21, 22, 23, 24
5.	Positive	The positive influence of using social media sites in English learning	25, 26, 27, 28, 29, 30, 31
6.	Benefits of using social media sites in English learning	Incorporation of social media sites in English learning	32, 33,
7.	Negative	The negative influence of using social media sites in English learning	34, 35, 36, 37, 38, 39

Source: Adopted from Sari (2018)

The table 1 and table 2 above, can be measured using a Likert scale. According to Sugiyono (2006), the Likert scale is a scale used to measure the attitudes, opinions and perceptions of individuals or groups related to current social phenomena. In this research, researcher uses the Likert scale, and can be seen in the following table.

Table 3 Range Skor of Statement

Answers	Scores
Strongly Agree (SA)	5
Agree (A)	4
Uncertain (U)	3
Disagree (D)	2
Strongly Disagree (SD)	1

The quantitative data researched would be analyzed using the SPSS 25 Program. To reply the two investigate questions within the moment and third parts of the survey, expressive measurements of frequencies and rates were utilized.

$$\text{Propotion : } P = \frac{f}{N}$$

$$\text{Percentage : } \% = \left(\frac{f}{N} \right) \times 100$$

where f = frequency, or the number of cases in any category

N = the number of cases in all categories

$$p = \frac{f}{N} \times 100\%$$

P = Percentage of respondents' answers

f = Number of respondents' answers

N = Number of all respondent

From the formula above, numbers would be entered from that will obtained from the data through respondents' answers to the questions asked. Then, the results of the score will be interpreted to identify the most popular social media platforms, focus on analyzing the data for the highest percentage results in the relevant section (likely part four) of the questionnaire:

- 1) Primary data collection (item score/responses):

After completing distributing the questionnaire to respondents, the results of the respondents' answers will be collected.

- 2) Compile the collected score results into a frequency distribution of score table: The score results collected from respondents will be arranged in a frequency distribution table according to the number of questionnaires.

- 3) Interpreting the analysis result:

After the calculation is complete, the data obtained will be interpreted by reviewing the results of the data obtained to arrive using analytical methods.

- 4) Giving conclusion:

After that, the researcher would provide conclusions from the results of the data analysis obtained.

3. RESULTS AND DISCUSSION

This research was conducted on all active students in 2024 of the English Language Education Study Program at Sintuwu Maroso University. A total of 69 students were participated in the research. There were two objectives of this research, the first is to find out The most popular social media sites influencing students' English language skills. In the second phase, we will explore the extent to which social media platforms influence students' English skills of English department of students at Sintuwu Maroso University. The data were collected from questionnaires translated into Bahasa Indonesia.

3.1. Students' Background Experience about Internet

This section is used to find out the background of students' experiences using the internet on social media sites. This section also used to find out he most popular social media sites affecting students' English language skills. The findings can be seen in the following table.

Table 4 Students' Background Experience about Internet at English Education Study Program of Sintuwu Maroso University

No	Survey Question	Question Factors	Response	
			Frequency	Percent
1.	On average how many hours do you spend using internet per week?	None	-	-
		Less than 5 hours	2	3%
		From 5 to less 10 hours	25	36%
		From 10 to less than 15 hours	17	25%
		15 hours and more	25	36%
2.	Do you have a personal social media site account?	Yes	69	100%
		No	-	-
3.	On average, how many hours do you spend using sosial media site per day?	None	-	-
		Less than 3 hours	7	10%
		From 3 to less than 6 hours	26	38%
		From 6 to less than 10 hours	24	35%
		10 hours and more	12	17%
4.	Durating for using social	None	8	12%

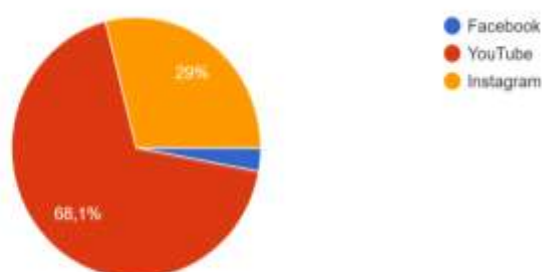
	media site?	Less than 1 year	1	1%
		1-3 years	7	10%
		More than 3 years	53	77%
5.	Which language do you prefer when you visit social media site?	English	15	22%
		Indonesia	12	17%
		Both	42	61%
6.	How many courses in your study at the university are using social media site?	None	8	12%
		One course	4	6%
		Two courses	8	12%
		Three courses or more	49	71%
7.	What the most common social media sites that can influence their English language skills?	Facebook	2	3%
		YouTube	47	68%
		Instagram	20	29%

Based on Table 3 above, it can be seen in survey question 1: shows the time students spend using the internet per week, 3% of students use the internet for less than 5 hours, 36% of students use the internet from 5 to less than 10 hours, 25% of students use the internet from 10 to less than 15 hours, and 36% of students use the internet 15 hours and more. From survey question 2: shows whether the student has a personal social media account, 100% of all students have personal social media accounts. From survey question 3: shows the time students spend using social media sites per day, 10% of students use the social media sites less than 3 hours, 38% of students use the social media sites from 3 to less than 6 hours, 35% of students use the social media sites from 6 to less than 10 hours, and 17% of students use the social media sites 10 hours and more.

From survey question 4: shows the duration for using social media site, 12% of students not using social media sites, 1% of students use social media sites less than 1 year. 77% of students use social media sites more than 3 years, 10% of students use social media sites 1-3 years. From survey question 5: shows the preferred language when visiting social media sites, 22% for English, 17% Indonesian, and 61% for both. From survey question 6: shows the number of courses in study at the university that use social media sites, 12% which not using social media, 6% which uses one course. 12% which uses two courses, and 71% which uses three courses or more,

From survey question 7: shows the most common social media sites that can influence their English language skills, 3% Facebook, 68% YouTube, and 29% Instagram. From the explanation above, the results obtained for the first research question can be seen in Table 3 in survey question 7, which will be shown in the following diagram.

Figure 1 Most Common of Social Media Sites that Can Influence on Students' English Language Skills



Based the data above, it can be seen that most students choose YouTube (68.1%), then Instagram (29%) and at least students choose Facebook (3%). Therefore, it can be concluded that YouTube is the most common social media site that can influence of students' English skills.

3.2. The Influence of Social Media Sites toward English Language Skills of English Departement Students

Findings regarding the influence of using social media sites on students' English language skills consist of 9 parts, which will answer the second question of the research. The first, the ease of using social media sites. Second, the influence of Instagram in writing skill. Third, the influence of Facebook in writing skill. Fourth, the influence of Instagram in reading skill. The fifth, the influence of Facebook in reading skill. Sixth, the influence of YouTube in listening skill and speaking skill. Seventh, the positive influence of using social media sites in English learning. Eighth, the negative influence of using social media sites in English learning and the last one incorporation of social media sites in English learning. The data are presented in the following table:

Table 5 The Ease of Using Social Media Sites

No	Statements	Frequency					
		Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	Mean
		SA	A	N	D	SD	
1.	I like to use social media site because it is free to join.	36.2	49.3	7.2	2.9	4.3	4.10
2.	I usually use my free time to access social media site	43.5	47.8	4.3	2.9	1.4	4.29

Based on the data findings in Table 4, the results of the influence of using social media sites on students regarding the ease of using social media sites, (49.3%) agreed with the mean of 4.10. The data point ("I like to use social media site because it is free to join") states that the ease of using social media systems with no fees when joining social media sites, so many students use social media sites and they can use social media site freely in their free time.

This is related to the opinion of Gamble & Wilkins (2014) which states that social media can be used in foreign language learning with effective results where students can easily find additional information from various learning media on social media sites that are freely accessible. From the result, it can be concluded that indicates that the majority of students have positive response about the use of social media site.

Table 6 The Influence of Instagram in Writing Skill

No	Statements	Frequency					
		Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	Mean
		SA	A	N	D	SD	
3.	Using social media site such as Instagram influence my writing skill.	17.4	39.1	21.7	13	8.7	3.43
4.	By uploading a picture on Instagram, I can be more creative in writing.	11.6	43.5	23.2	17.4	4.3	3.43
5.	Instagram influences my interest in English writing.	15.9	40.6	23.2	13	7.2	3.41

6.	Instagram influences my proficiency in English writing be better.	11.6	37.7	27.5	17.4	5.8	3.45
7.	Instagram influences my grammatical accuracy in writing.	13	39.1	21.7	18.8	7.2	3.32

Table 7 The Influence of Instagram in Reading Skill

No	Statements	Frequency					Mean
		Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	
		SA	A	N	D	SD	
8.	Using social media site such as Instagram influences my reading skill.	18.8	56,5	7.2	8.7	8.7	3.32
9.	I always read English speakers" post in Instagram.	20.3	46.4	20.3	8.7	4.3	3.68
10.	By reading English speakers" post, it can increase my reading skill be better.	24.6	58	11.6	4.3	1.4	3.70

As seen in Table 5, the results of Instagram's influence on writing skill, (43.5%) agree with the mean of 3.43. The data point ("By uploading pictures on Instagram, I can more creative in writing") provides benefits for students by practicing their writing skills on social media sites such as Instagram. So that their writing skills can become better and more creative. As seen in table 6, the result of Instagram's influence on reading skill, (58%) agree with the mean 3.70. The data point ("By reading English speakers post, it can increase my reading skill be better") provide insight into students' ability to read English using Instagram and express positive experience using social media.

This is related to Atmoko's opinion (2012) which states that Instagram is short for two words, namely "instant-telegram". Then it is abbreviated to Instagram which means the ease of taking photos that can then be sent or shared with others. From the theory above, it can be concluded that Instagram affects writing and reading skills. This is because through posts that contain pictures or videos with quotes in English, it can improve English language skills in students, especially writing and reading skills. Where they can write through the pictures they will post or they can read posts from English speakers. Thus, it can be said that Instagram has a positive influence on English language skills, especially writing and reading skills.

Table 8 The Influence of Facebook in Writing Skill

No	Statements	Frequency					Mean
		Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	
		SA	A	N	D	SD	
11.	Using social media site such as Facebook influences my writing skill.	10.1	30.4	37.7	17.4	4.3	4.00

12.	Facebook can increase my motivation to post my English writing.	11.6	33.3	27.5	21.7	5.8	3.25
13.	Via Facebook, i can practice writing without fear of committing mistakes.	10.1	27.5	37.7	18.8	5.8	3.23
14.	By chatting with English speaker in Facebook, it can increase my writing skill be better.	11.6	34.8	37.7	10.1	5.8	3.17

Table 9 The Influence of Facebook in Reading Skill

No	Statements	Frequency					Mean
		Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	
		SA	A	N	D	SD	
15.	Using social media site such as Facebook influences my reading skill.	14.5	42	27.5	10.1	5.8	3.36
16.	Facebook can increase my chance to read English text.	15.9	44.9	26.1	10.1	2.9	3.49
17.	Facebook familiarizes me to read English text.	14.5	42	24.6	15.9	2.9	3.61
18.	Facebook makes me read faster with better understanding.	10.1	29	42	14.5	4.3	3.49

As seen in table 7, the result of Facebook's influence on writing skill, (37.7%) neutral with the mean 4.00. The data point ("Using social media site such as Facebook influences my writing skill") provide insight into students' abilities in writing English using social media sites such as Facebook. As seen in table 8, the result of Facebook's influence on reading skill, (44.9%) agree with the mean 3.49. The data point ("Facebook can increase my chance to read English text") provide insight into students' ability to read English texts using social media sites such as Facebook.

This is related to the opinion of Wati & Risky (2009) which states that Facebook is a social network that users can use to get to know and communicate with each other for various purposes and is also recreational. The purpose is to help facilitate communication with family and friends or anyone in the form of status updates, comments, chats, joining groups and many more. So as to motivate its users to improve their writing and reading skills, especially in English students who can practice and improve their English skills through posts on Facebook in the form of English text or quotes in pictures using English. So it can be concluded that Facebook can affect writing and reading skills and can improve those skills better.

Table 10 The Influence of YouTube in Listening and Speaking Skill

No	Statements	Frequency					Mean
		Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	
		SA	A	N	D	SD	
19.	Using social media site such as YouTube influences my listening skill.	44.9	43.5	5.8	4.3	1.4	4.26

20.	Using social media site such as YouTube influences my speaking skill.	34.8	50.7	10.1	2.9	1.4	4.14
21.	YouTube is very useful to learn English language inside of the classroom.	43.5	44.9	7.2	4.3	0	4.28
22.	YouTube is very useful to learn English language outside of the classroom.	52.2	39.1	2.9	5.8	0	4.38
23.	It is easy to find English songs, videos, or movies on YouTube.	68.1	23.2	4.3	1.4	2.9	4.52
24.	I can learn how to speak well with listen English songs, videos, or movies on YouTube.	56.5	33.3	5.8	1.4	2.9	4.39

As seen in table 9, the result of YouTube's influence on listening and speaking skill, (68.1%) strongly agree with the mean 5.52. The data point ("It is easy to find English songs, videos, or movies on YouTube") provide insight into students' abilities in listening and speaking English using YouTube social media provides important benefits for students because they can easily find english songs, videos or films on YouTube. This is related to the theory of Techopedia which states that "Ref..." YouTube is an online video platform that allows its users to upload, watch and share videos. By offering different types of videos including music, tutorials, vlogs and many more. So, they can practice their english listening and speaking skills and are very useful for learning english both in the classroom and outside the classroom by using YouTube.

Table 11 The Positive Influence of Using Social Media Sites in English Learning

No	Statements	Frequency					Mean
		Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	
		SA	A	N	D	SD	
25.	Social media site is an interactive place to gain useful information.	49.3	43.5	2.9	2.9	1.4	4.36
26.	I can acquire knowledge about English language through social media sites	50.7	42	2.9	1.4	2.9	4.36
27.	It is easy to find materials in English at social media sites.	49.3	43.5	4.3	1.4	1.4	4.38
28.	It is easy to share materials in English at social media sites.	46.4	46.4	2.9	2.9	1.4	4.33
29.	Social media sites make me easier to share my ideas using English with others.	42	53.6	1.4	2.9	0	4.35
30.	I can practice my English skills as often as possible using social	42	49.3	4.3	2.9	1.4	4.28

	media sites.						
31.	Social media sites make my English learning more interesting.	46.4	46.4	2.9	1.4	2.9	4.32

As seen in table 10, the result of positif influence of using social media site in English learning, (50.7%) strongly agree with the mean 4.36. The data point ("I can acquire knowledge about English language through social media sites") shows that the positive influence of using social media plays a very important role for students and has many benefits such as an interactive place to obtain information, learning material can be accessed via social media, especially English language material, making it easier for students to learn and can practice improving their English language skills as often as possible using social media.

This is related to research from Andriani & Sulistyorini (2022) which states that "Ref..." the use of social media among students during the Covid-19 pandemic, with the results of the study showing that students used social media for more than 2 years (97.2%) long before the pandemic. Thus, it can be concluded that the use of social media can have a great positive influence on learning among students.

Table 12 Incorporation of Social Media Sites in English Learning

No	Statements	Frequency					Mean
		Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	
		SA	A	N	D	SD	
32.	Social media sites should be integrated as a learning tool in English learning.	29	53.6	13	4.3	0	4.07
33.	Social media sites should be incorporated in the RPS as teaching and learning aids.	23.2	49.3	26.1	0	1.4	3.93

As seen in table 11, the result of incorporation of social media sites in English learning, (53.6%) agree with the mean 4.07. The data point ("Social media sites should be integrated as a learning tool in English learning") provides insight into the influence of social media which must be integrated as a learning tool in English language learning. This is related to research from Andriani & Sulistyorini (2022), so that social media can also be included in RPS as a teaching and learning aid specifically for English language learning. This is because there are many benefits obtained from learning English using social media sites. So it can be concluded that students have positive feelings about social media which can influence their English learning process.

Table 13 The Negative Influence of Using Social Media Sites in English Learning

No	Statements	Frequency					Mean
		Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	
		SA	A	N	D	SD	
34.	I use incorrect grammar in my formal writing at social media sites.	8.7	17.4	46.4	18.8	8.7	2.99
35.	I use incorrect sentences structure in my formal writing at social media sites.	5.8	14.5	47.8	23.2	8.7	2.86

36.	Social media sites distract me in studying.	10.1	39.1	30.4	15.9	4.3	3.35
37.	Social media sites decrease my social interaction in real life.	7.2	34.8	14.5	27.5	15.9	2.90
38.	I wasted my time to access unimportant information on social media sites.	4.3	21.7	23.2	30.4	20.3	2.59
39.	Social media sites make me difficult to manage my learning activities.	8.7	26.1	18.8	23.2	23.2	2.74

As seen in table 12, the result of negative influence of using social media sites in English learning, (47.8%) neutral with the mean 2.86. The data point ("I use incorrect sentences structure in my formal writing at social media sites") providing insight into social media has a slight negative influence on students. This is related to opinion by Spies & Gayla; Ahn (2011) is about the decline in academic achievement, which can happen to students when studying using social media. This shows that students can correct the mistakes they make when learning English. Thus, this can motivate students to continue practicing and improving their English language skills.

From the findings of the 9 indicators above, it can be seen that the first indicator is about the ease of using social media sites with a mean of 4.19. Second, about the influence of Instagram in writing skill with a mean of 3.40. Third, about the influence of Instagram in reading skill with a mean of 3.56. Fourth, about the influence of Facebook in writing skill with a mean of 3.41. Fifth, about the influence of Facebook in reading skill with a mean of 3.48. Sixth, about the influence of YouTube in listening and speaking skill with a mean of 4.32. Seventh, about the positive influence of using social media sites in English learning with a mean of 4.34. Eighth, regarding the incorporation of social media sites in English learning with a mean of 4.00. And finally, about the negative influence of social media use on English learning with a mean of 2.90. So the total percentage of the 9 indicators is 74.53% which is the big influence of social media sites toward English language skills of English Departement students at Sintuwu Maroso University.

4. CONCLUSION

Based on the results of the research, it can be concluded that:

1. The Most Common of Social Media Sites that can Influence on Students' English Language Skills

From the results of the data findings, YouTube is the most common social media site that affects students' English language skills with a total percentage of 68.1%, then Instagram 29% and finally Facebook 3%.

2. The Influence of Social Media Sites toward English Language Skills of English Departement Students

It can be concluded that the total percentage of social media sites that influence students English language skills at Sintuwu Maroso University is 74.53%. It can be seen from the average value of each indicators, that the most of the students agree that social media can be used easily (4.19). They also agree that Instagram influence their writing skill (3.40) and influence their reading skill (3.56). Then, most students agree that Facebook influences their writing skills (3.41) and influence their reading skill (3.48). Furthermore, most college students agree that YouTube influences their listening and speaking skills (4.32). Most students also agree that social media has a positive effect on English learning (4.34). The most students also agree that social media can be integrated and incoperated in English Learning (4.00). And finally, about the negative influence of social media use on English learning (2.90). So it can be concluded that the use of social media sites greatly influences the English language skills of English Departement students at Sintuwu Maroso University.

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