Exploring Students' Creativity on Social Media in Learning English at SMK KARTIKA XIX-3 Cirebon City

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Abstract

The purpose of this study is to determine the rediness of exploring students' creativity on social media in learning English. The subject and object of the study were 10 grade Nursing student at Kartika XIX-3 Vocational School Cirebon City, totaling 24 people including 22 girls and 2 boys. This study used qualitative methods. The study used questionnaires, interviews and observations as the instruments. The results of this students have positive perception about increasing creativity in social media for learning English content allowing them to store it practice their English skills especially listening, expand their vocabulary, and improve their pronounciation knowledge. Futhermore, as students can increase creativity in the use of social media for learning English in various forms They can select English content they enjoy on social media and learn about things their teacher doesn't teach them in class. Due to this circumstance, students can feel at ease and inspired to practice their English outside of the classroom.

INTRODUCTION

Creative is the ability to develop new ideas and find new ways to see problems as opportunities. According to definitions, creativity is the capacity for coming up with original ideas, suggesting the use of already-existing elements to create something new, and offering worthwhile solutions to issues. Creativity can encourage pupils to confront their problems head-on and explore for solutions for the answer. The majority of kids also struggle with vocabulary, reading comprehension, writing, speaking, listening, grammar, and pronunciation. Increasing student inventiveness is definitely necessary to address this issue because doing so would boost their interest in finding a solution, as well as their creativity and respect. The creative kids, however, would actively participate in the English learning process.

The students that are creative would use critical thinking to pose a topic, offer suggestions, or tips, and other materials to aid in their study. They do, after all, have critical thinking. It can motivate them to participate actively in their education and encourage them to have children, a successful automated learning of English. These days, even very young children are familiar with the Internet, and excessive use of social media and the Internet can be harmful. Children typically spend more than two hours online each weekday and more than three hours each weekend, according to the OECD's 2018 report. The study also discovered that, if used sparingly, the Internet has a good effect on mental health; nevertheless, excessive use of the Internet has been demonstrated to have a negative impact on mental health and to be associated with less restful sleep. The purpose of using social media, according to Lau (2017), may have

an effect on a student's performance. On the other hand, social media plays a part in the educational process by sharing the most recent news, videos, instructional topics, and intriguing.

Research shows that using social networks for educational purposes and having a positive effect on pupils because tales about learning and sharing suggest that using social media can boost communication efficiently. Students in higher education use Facebook more frequently for educational purposes; this is made feasible by Facebook's grouping features, which enable users to engage in group conversations and information sharing on a particular subject. (2013) Bicen and Uzunboylu.

Several social networking platforms, including Facebook, WhatsApp, Line, and others, allow users to speak verbally with one another. This offers fantastic chances to communicate with native speakers from all around the world and perfect your English. The use of homophones on the internet may affect users' speaking ability, claim Kay, Kai, Jun, and Hor (2014). Additionally, social media is important for children's language development. According to Hong-Nam and Leavell's 2007 research, bilingual students typically have superior language acquisition skills than monolingual students, which may have a greater impact on their capacity to acquire a third language. preferred method of instruction for young people worldwide

Due to the internet, many who wish to study English have changed (Donly, 2016). Social media is thought to improve learning opportunities and environments. The website offers many opportunities for two-way voice communication and speaking practice with actual native speakers from around the world. Those varied choices of social media platforms are possibly can boost students' creativity while learning English. Hence, it is interesting and important to research this matter.

According to Sutrisno's research from 2017, "there is a positive relationship between student achievement in learning English and creativity." (p. 13). Students that are highly creative in their English learning will achieve success. Success with learning English. Additionally supporting this is Kaboodi&Jiar's (ND) explanation that there is a connection between creativity and success on both a cognitive and behavioral level and development of traits. The candidate for this study was the Kartika XIX-3 Vocational School in Cirebon City. Based on the researchers' observations that 10 nursing students in the research location Kartika XIX-3 SMK Cirebon City has made progress in its English-language education. Therefore, Researchers are attempting to Investigating students' creativity in English language learning via social media. Researchers will find it simpler to observe students as a result of this 10. Therefore, the present research attempts to address the following research questions:

1. How does social media influence students' creativity in learning English?
2. How do students implement their creativity on social media in learning English?

METHOD

The type used in this research is analytical descriptive which is understood as one of the studies aimed at describing various phenomena that exist both natural and non-natural.The 10 nursing of SMK Kartika XIX-3 Cirebon City were selected from the 10 nursing Department participant of this study. There were 24 students who were asked to fulfill questionnaire and 9 students from the total participants were selected as interviewed to share their feelings and ways they use social media to increase creativity in learners English.

To characterize a phenomena and its traits is the aim of descriptive study. This study is more interested in what occurred than in how or why it occurred. As a result, methods like observation and surveys are frequently employed to collect data (Gall, Gall, & Borg, 2017). This method is used to describe the increase in student creativity in learning English using problem-based learning methods in class 10 nursing SMK Kartia XIX-3 Cirebon City for the 2022/2023 academic year. Increasing student creativity is be seen from the ability to use social media in learning English

So that further this research is be presented in a verbal form not in numbers, this qualitative research also usually takes smaller samples and the taking tends to aim at understanding aspects in more depth to a goal which makes it limited to focus on only one problem being studied just.

RESULTS AND DISCUSSION

The findings of the present research is the influence and implementation of student creativity on social media in learning english is implemented.

The influence of social media to student creativity in Learning English

Students have varied choices on submitting their assignments

The students pick social media platforms that they frequently utilize to practice their English. The participants in this section were permitted to select more than one response. According to the survey results, 24 students, or 83% of the participants, said they used YouTube the most for English study, followed by Instagram (65%) and WhatsApp (42%).

Table 1 Document Questionnaire

No	Type of Social Media	Frequency	Percentage
1.	Facebook	10	25%
2.	Instagram	18	65%
3.	Youtube	24	70%
4.	Twitter	10	10%
5.	WhatsApp	24	42%
6.	Telegram	15	20%
7.	Tiktok	20	25%

The information from the interview clarified the selection criteria for those applications. Because YouTube has so many educational videos with English content, students favor it. Along with honing your listening skills, while watching English videos on YouTube.

Creative is the ability to develop new ideas and find new ways to view problems as opportunities. What is meant by creative students is that students use social media to collect assignments by choosing which various social media students want to use or look for learning material. there are also non-creative students, namely by collecting assignments, coming directly to the teacher's room. One of the easiest ways to use social media to spark your creativity is to follow accounts, hashtags, or groups that relate to your interests, passions, or goals. You can discover new ideas, trends, styles, or perspectives that can inspire your own work or challenge your assumptions. You can also learn from experts, mentors, or peers who share their insights, tips, or experiences on social media. For example, you can follow artists, writers, designers, or entrepreneurs who post their work, process, or advice on Instagram, Twitter, or LinkedIn.

Another way to use social media to spark your creativity is to engage with the community of creative professionals who share your niche, industry, or vision. You can join conversations, ask questions, offer feedback, or share your work on social media platforms that foster interaction and collaboration. You can also participate in challenges, contests, or events that encourage you to showcase your creativity or learn new skills. For example, you can join Facebook groups, Reddit forums, or Clubhouse rooms that focus on your topic, genre, or field of interest.

Students have savvy and supported environment while learning English

Based on the questionnaire results table, see the responses from respondents on items 1, 2, 3, 4, 5, 6, 8, and 9. On these items shows 99% of all respondents chose "agree", which shows that all respondents

agree on that question. Based of the results of the questionnaire will be strengthened by the results of class observations conducted by researcher. 95,9% Social media increases my confidence toward EFL learning, only 4,1% are undecided. 87,5% of them agreed Social media reduces my anxiety towards EFL learning. and 12,5% undecided students. 41,6% of Learning through social media reinforces self-independent learning. and 37,5% of them undecided. In addition, strongly agree 20,9%. 75% of students agreed Social media forms a more relaxed and stress-free language learning environment, only 12,5% stated don't agree. 79,2% of them Social media provides various sources for learning English. and 20,8% of them strongly agree. 87,5% off students strongly agree Social media is easy to be used for learning English. , while 4,2% declared undecided. 79,2% agree of them It gives me opportunity to improve English listening skill 16,6% of they couldn't agree more. 70,9% agree of students It gives me opportunity to improve English speaking skill. while 12,5% strongly agree. Finally, 79,2% agree of them It gives me the opportunity to improve reading skills, while 16,6% strongly agree.

Table 2 "students have savvy and supported environment while learning English"

No.	Variable	Indicators	Score				
			1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
1.		Social media increases my confidence toward EFL learning.			4,1%	95,9%	
2		Social media reduces my anxiety towards EFL learning.			12,5%	87,5%	
3.		Learning through social media reinforces self-independent learning.			37,5%	41,6%	20,9%
4.	Social Media	Social media forms a more relaxed and stress-free language learning environment		4,2%	8,3%	75%	12,5%
5.		Social media provides various sources for learning English.				79,2%	20,8%
6.		Social media is easy to be used for learning English.			4,2%	87,5%	8,3%
7.		It gives me opportunity to			4,2%	79,2%	16,6%

No.	Variable	Indicators					
				8,3%	8,3%	70,9%	12,5%
		improve English listening skill					
8.		It gives me opportunity to improve English speaking skill.		8,3%	8,3%	70,9%	12,5%
9.		It gives me opportunity to improve reading skill.			4,2%	79,2%	16,6%

According to an examination of survey results, the majority of students believe that learning English through social media is enjoyable. They claimed that social media offers a variety of English learning content.

According to their responses to the aforementioned questionnaire and interview, students are at ease and unhurried when using social media to learn English. Students can access English content on social media in a variety of formats, including text, music, movies, and even games. Any gadget can be used to access these varied contents. Because of this, social media can be used by a wide range of people with various needs, capacities, and aspirations (Anwas, Sugiarti, Permatasari, Warsihna, Anas, Alhapip, Siswanto, & Rivalina, 2020). Additionally, because social media facilitates virtual engagement and offers pleasurable media experiences, it lessens students' anxiety (Makodamayanti, Nirmala, & Kepirianto, 2020). As a result, students have the confidence to practice and learn English anywhere and at any time.

Students are able to improve their English skills

Based on the questionnaire results table, see the responses from respondents on items 10,11,12,13,14,15, and 16. On these items shows 100% of all respondents chose "agree", which shows that all respondents agree on that question. 75% of students agree gives me opportunity to enhance my vocabulary, strongly agree 20,9% and only 4,1% of them undecided. 79,3% of them agree gives me opportunity to enhance grammar knowledge. of them strongly agree 12,5%. of them undecided 4,1% and 4,1% of them disagree. 75% of opportunity to enhance my pronunciation,4,1% of them undecided,16,7% of them strong agree, while 4,1% of them disagree, 58,4% of them agree Students are actively involved in group discussion during social media use, 29,2% of them undecide, 8,3% of them strong agree and 4,1% of them disagree. 66,7% of them agree Students are able to use social media outside of class to complete writing assignments , 20,9% of them undecided,while 12,5% of them strong agree. 50% agree of Students can provide assessment of the results of the English task students on social media, 45,9% undecided and 4,1% disagree. Lastly, 70,9% agree of Students make improvements corrected assignments by teachers and colleagues, 8,4% of them disagree and 20,8% of them undecided.

Table 3 " Students are able to improve their English skills"

No.	Variable	Indicators	Score				
			1	2 Disagree	3 Undecided	4 Agree	5

			Strongly Disagree				Strongly Agree
10		It gives me opportunity to enhance my vocabulary			4,1%	75%	20,9%
11		It gives me opportunity to enhance grammar knowledge		4,1%	4,1%	79,3%	12,5%
12		It gives me opportunity to enhance my pronunciation		4,1%	4,1%	75%	16,7%
13	Social Media	Students are actively involved in group discussion during social media use		4,1%	29,2%	58,4%	8,3%
14		Students are able to use social media outside of class to complete writing assignments			20,9%	66,7%	12,5%
15		Students can provide assessment of the results of the English task students on social media		4,1%	45,9%	50%	
16		Students make improvements corrected assignments by teachers and colleagues		8,4%	20,8%	70,9%	

Additionally, according to the questionnaire, social media facilitates all of their English skills. The author did, however, draw attention to the abilities described by students as being most facilitated by social media. The abilities include pronunciation, vocabulary, and listening. First off, social media is crucial for pupils' vocabulary growth.

Students in this study concur that social media's features encourage them to practice their English outside of the classroom based on the study's findings. The research emphasizes the idea of using social media for informal language learning to support classroom instruction in English. According to Combs & Ahmed (1974; as referenced in Mohmed Al-Sabaawi & Dahlan (2018), informal learning is the continuous process through which every individual gains and accumulates information and abilities via daily experience and exposure to the environment. Students may be able to direct their learning outside of the classroom through social media. As a result, the students would be able to apply the concepts they learn in class (Ahmed, 2020). Furthermore, Mubarak (2016) contended that as social media does not provide

an ideal environment for formal language instruction and learning, the classroom setting is still the most preferable for learning English. As a result, he advised teachers to incorporate social media into their lesson plans. In order to practice English both inside and outside of the classroom, EFL students may find it helpful to use social media as a learning tool (Omar, Embi, & Md. Yunus, 2017).

The implementation of student creativity on social media in learning English

Based on the results of class observations, the observation aims to see how English teachers teach using social media to increase students' creativity in teaching English at SMK Kartika XIX-3 Cirebon City in the 2023/2024 academic year. That Observations were made face to face in class. have been made by researcher observation sheet with the following observation.

Table 4 " The implementation of student creativity on social media in learning English"

No.	Learning Activities	Qualifications		
		Yes	No	Description
1.	Using digital information or gadgets in searching for material provided by the teacher	✓		students already use gadgets in searching for material provided by the teacher
2.	Selective in finding the material gi1ven in social media	✓		it's selective
3.	Using the media effectively and efficiently		✓	there are some students who have not been able to use the media effectively or efficiently
4.	Asking and answering describing the material that has been explained		✓	not all students ask and answer
5.	Use spoken and written language clearly, properly and correctly	✓		have used well
6.	Social media makes it easy to find learning material	✓		very easy for students in learning
7.	Social media provides creativity in making the assignments given	✓		very useful so that creativity increases
8.	Being an encouragement to explore and innovate, increase creativity	✓		has increased creativity
9.	With social media, students become more independent because they don't have to wait for the teacher to explain in class	✓		students are independent doing the task if the teacher is not in class

10.	Social media can develop student creativity in implementing it in everyday life	✓		

There are ten observations. The results of the observations above show that everything applied by student X nursing at SMK Kartika XIX-3 Kota Cirebon is correct, such as the observations the researchers made about exploring student creativity on social media in learning English at SMK Kartika XIX-3 Kota Cirebon. the researcher saw that the class had used gadgets in learning and made use of social media in increasing their creativity in learning English. the researcher also saw students being selective in finding material on social media. but there are some students who have not been able to use social media effectively or efficiently. the researcher saw that not all students were active in asking and answering. but already good at using spoken and written language clearly and correctly.

Social media makes it easy to find learning material that is not yet understood. many students use social media to increase their creativity, for example, there are some students who often create content using English. researchers see students are very enthusiastic about exploring their content in increasing creativity using social media, they spread their content on the social media they have. With social media students can also do assignments in a timely manner and look for answers on social media even though the teacher cannot be present in class during class hours. researchers see that many students are creative not only when learning in class but outside of class hours students develop their creativity in everyday life by uploading their content to social media.

CONCLUSION

Based on data collected and analyzed from quesionnaires and speaking tests,the researcher concludes the results of the study as follows:

1. The influence of social media to student creativity in Learning English

According to the findings of questionnaires and interviews, the first research issue is that the majority of students believe that creativity in raising interest in students who learn English through social media is very important for them as students because one of the factors that can catch their attention is something new for those who are true. Important for the learning process and improving the effectiveness of the class. Percentage of students who participated in the survey strongly agreed with the statement that using social media to increase creativity can increase students' interest in studying English. When a teacher comes up with innovative teaching strategies, such as using media or other engaging materials, pupils learn English far more effectively and appreciate the subject they are being given.

2. The implementation of student creativity on social media in learning English

The outcomes of classroom observations are shown in relation to the second researcher's issue. The capacity of inspiring teachers to continuously produce content or subject matter, be able to create an inviting atmosphere, and adapt lessons is known as teacher teaching creativity. Learning through creativity is equally crucial, and teachers must show students how to be creative in the classroom. Creating effective, efficient, and innovative learning environments is one solution that schools can implement. This can be seen from the students' test results; in their interviews, they stated that they agreed and felt at ease when the teacher used learning resources so they could comprehend the content more easily.

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