

CHAPTER 10

STUDENTS' MOTIVATION AND CHALLENGES IN LEARNING VOCABULARY USING SOCIAL MEDIA DURING THE COVID-19 PANDEMIC

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ABSTRACT

Social media among young generations can serve as a platform for entertainment and learning. Despite its use to post their status and pictures related to their everyday life, it can be used for education, especially during the pandemic of COVID-19. The current study investigates social media to identify learners' motivation and challenges in using the platform for vocabulary learning. Seventy-two participants were employed in the qualitative study using an open-ended questionnaire. The data gathered using Google form obtained thick descriptions of their motivation and challenges using the platform to learn English vocabulary. Four themes emerged from the responses concerning their motivation. These themes are (1) the availability of useful features to ease understanding, (2) communication across boundaries and the use of English, (3) pleasurable experience provided, and (4) exposure to various sources. Another four themes were formulated regarding the challenges that students faced using social media for learning vocabulary; (1) perceived problems associated with language, (2) social media users' unfavourable feedback and behaviour, (3) issues with an internet connection, and (4) negative effects on the users. The study implied that Facebook, Twitter,

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Instagram, YouTube, WhatsApp, Telegram, Tik Tok and WeChat were able to motivate students to learn vocabulary. However, the main obstacle to use these platforms was internet connection issues. The researchers concluded that such was the effect of learning during the pandemic. Internet access might be limited since household members used the service for learning during the pandemic.

Keywords motivation, challenges, vocabulary, social media, Covid-19

INTRODUCTION

Generally, social media is a platform for entertainment since networkers can communicate online and discuss their favourite topics. On another flip of a coin, the platform can be employed for teaching and learning. Parallel to 21st-century learning, social media is relevant to the current trend in academia. With the COVID-19 pandemic that is still striking, its uses come in handy as learners may use social media to learn while entertaining themselves. The enjoyment in learning can result in students' motivation as well. A study by Martin (2006) found that when students are motivated, it would result in the teachers being confident with their teaching. The latter's motivation may be derived from the teachers' attitudes and orientations. As such, in using social media for teaching and learning, the teachers must first think of how to promote motivation among their students. As an effect, it increases their enjoyment when teaching.

The factor that motivates students to learn using social media may derive from the ability to collaborate among coursemates. This kind of learning is more prevalent in the current pandemic situation. Social media adaptation and collaborative learning can motivate students in their learning. Khan et al. (2021) investigated students' communities adopting social media for collaborative learning initiatives, considering the constraint faced by the community of learners during the pandemic of COVID-19. They argue that social media is widely used among youth. Due to it

being employed for learning, collaborative technology facilitates sharing and disseminating of information more rapidly and efficiently. More specifically, its uses assisted the community in enhancing their learning performance since they could easily communicate with their peers, teachers and subject specialists.

Narrowing the discussion by relating the use of social media in vocabulary learning during the pandemic, Bestari et al. (2020) found that the platform enabled students to increase their vocabulary size. One of the participants claimed that he obtained many vocabularies using Instagram. He would look up the meaning of the target words and then use them in his writing. In particular, he checked the spelling of the words before using them when writing. In addition, social media helps learners acquire, practise new vocabularies and minimise spelling errors. Altam (2020), in his study employing Yemeni students studying English in India, was enthusiastic about using the platform to learn the language. The majority of them watched YouTube and acquired new vocabulary. Learning vocabulary using the medium seemed to have indirectly occurred since they used the platform as part of their daily routines. It was a habit to read social media primarily when commuting activities were abandoned during the pandemic.

On the contrary, Muftah (2022) reported that vocabulary was the lowest skill the students in her study had achieved during the recent pandemic. The highest English skills they required were writing skills and reading skills. Listening skills was among the minor skills they obtained using social media. Overall, the researcher concluded that the media platforms might somehow improve their L2 proficiency. Some of the most frequent social media used by the students include WhatsApp, Facebook, Google and Twitter. They used them to improve and enhance their learning and communicating (informal communication). The researcher proposed these pedagogical approaches to successfully learn English using social media during the pandemic.

1. Promote student-centred learning through the facilitation of interactive collaboration and the exchange of information.

2. Use social media to assist strategies of teaching among teachers.
3. Strengthen the presentation of teaching material by integrating social media.
4. Offer professional development, training sessions, workshops and seminars for teachers and students.
5. Conduct an awareness campaign for the use of e-learning platforms.

Turning now to describe the research objectives in the current study. First, it is formulated to gauge students' motivation using social media in learning vocabulary. Second, it attempts to understand the students' challenges while using the platform to learn vocabulary. The two research questions formulated in the research are:

1. How does social media influence students' motivation to learn vocabulary?
2. What challenges do students face in using social media to learn vocabulary?

Conceptual framework

The study formulates a conceptual framework to investigate its context. The aspect of research is to identify the uses of social media, for example, Facebook, Twitter, Instagram, YouTube, WhatsApp, Telegram, Tik Tok and WeChat in students' ability to learn vocabulary during the pandemic of COVID-19. In particular, it examines the influence of social media in motivating students to learn vocabulary. Besides that, it evaluates their challenges when the platform is used for vocabulary learning. Figure 1 shows the conceptual framework illustrating the context of the study.

Students' Motivation and Challenges in Learning Vocabulary using Social Media During the Covid-19 Pandemic



Figure 1: Conceptual framework of the study

METHODOLOGY

Research Design

The study employs a qualitative research methodology as its research design. The current research focuses on one of the characteristics of qualitative research – investigating a phenomenon based on participants' perspectives (Hatch, 2002). The author states that using the approach enables researchers to understand the world from participants living in a particular setting. It is self-evident that people behave according to their

beliefs and perceptions of the realities surrounding them. The study, therefore, seeks to find out how students respond to the use of social media during the pandemic of COVID-19. In particular, it attempts to find their motivation and challenges using the platform in learning vocabulary.

Participants

The participants are 72 students taking one English subject during Semester 1 2021/2022 at Universiti Malaysia Pahang, Malaysia. There are 45 male students and 27 female students responding to the qualitative questionnaire. The majority are 23 to 25 years old, while the remaining are 20 to 22 years old and others are at 26 to 28 years of age. They are engineering majors taking several programmes at the university. Thirty-one students are from the Faculty of Computing, 23 are from the Faculty of Manufacturing and Mechatronic Engineering Technology, 11 are studying at the Faculty of Mechanical and Automotive Engineering Technology, and seven are from the Faculty of Electrical and Electronics Engineering Technology.

Research instrument

It consists of two sections. The first section concerns close-ended items and another section is open-ended items. Nevertheless, the current study focuses on collecting and analysing the latter's data. Four questions are formulated to gauge the students' motivation and challenges in using social media for learning vocabulary. The first question asks their opinions on the factors that make them interested in using the platform to learn vocabulary. Second, they need to explain why they dislike social media if they do not prefer the platform for learning vocabulary. Third, they complete a sentence describing their motivation in learning vocabulary using social media. Finally, they write a sentence explaining their attitudes toward using social media to learn vocabulary.

Validity and reliability of research instrument

The validity of the open-ended items in the questionnaire was assessed using content validity. One of the colleagues' peers was

appointed to evaluate the adequacy of the items. Such is to ensure that all the items in the questionnaire depict the construct measured in the study, namely motivation and challenges the students experience when learning vocabulary using social media (Yagmale, 2003). For the reliability of the open-ended items, the researchers provide rich and thick verbatim descriptions as students respond to the items being asked. Such is evident in the reporting of the data, since their responses are not edited nor spelling mistakes are corrected.

Data collection and analysis procedures

The data were collected using Google Form because all students stayed in their hometowns. No students were at the campus since the pandemic is still at an alarming stage when the data were collected. They were asked to complete a survey via WhatsApp message by the main principal author of the article. She was also the class teacher for all the students taking English subjects during the semester. The students were informed that their participation was voluntary. They were also provided three days to complete the form. After that, she closed the tab 'Not accepting response' when 72 responses were obtained from the students.

Next, the analysis of data took place. Data in the form of an Excel sheet were downloaded from the Google Form. Another two authors scrutinised the responses by looking at the themes that emerged from the responses. Careful attention was given to salient responses as students shared their social media experiences to motivate their vocabulary learning. The two authors also identify students' challenges, especially when they read responses in Item 2 of the open-ended question. In addition, the focus was also on identifying the relevant sub-themes that emerged from the main themes. Finally, all authors reread the themes and sub-themes, ensuring they responded to the formulated research questions.

RESULTS AND DISCUSSIONS

Factors influencing students' motivation in learning vocabulary via social media

Based on the analysis conducted on the students' responses regarding the factors that influence their motivation to use social media to learn vocabulary, four themes were identified. Each theme is discussed in detail in the following subsection.

Theme 1: Availability of useful features to ease understanding

Several students stated that social media offers certain features to help them understand the content better. Among the features mentioned by the students are subtitles, comments, translation, threads and captions. These features can be found on social media platforms like Facebook, YouTube, Instagram, Twitter and so on. Below are excerpts of students' responses stating the features used in social media to help them learn vocabulary.

When everyone can direct message or comment for you to correct the mistakes. (S18)

Every social media has translator and Grammarly. (S21)

Spell check section will help to learn more. (S36)

You can learn vocabulary from caption and comment. (S47)

When hear a Youtuber speak English and see the subtitles at the same time. (S50)

The subtitles are available. (S56)

Can translate the language that I do not understand. (S65)

On Twitter, there are a large number of informational threads which helps me learn about new issues/trends as well as helping me in expanding my vocab. (S70)

Based on the responses, students were attracted by the comment and caption features on social media, which made them use the platform to acquire new vocabulary. Not only that, S18, for instance, pointed out that the comment feature was also used to correct someone's mistakes. As the students scroll through the comments, they are exposed to some new words that might be unfamiliar to them, which indirectly prompts them to search for

the word's meaning. This is in line with what has been reported by Sivagnanam and Yunus (2020) in their study, where a majority of the primary school students utilised comment sections on social media to learn new words. Apart from that, some students (S50 and S56) relied on the subtitles on certain social media platform like YouTube. As they watch the video, they learn the word's pronunciation and look at the spelling of the word in the subtitle. In addition, S31 and S138 were motivated to use social media to learn new vocabulary because that platform enabled them to translate the unfamiliar word in L2 into the language they could understand or their mother tongue (L1). For incidental vocabulary learning, using L1 translations is deemed effective, especially for lower proficiency students (Joyce, 2018).

Theme 2: Communication across boundaries and the use of English

The opportunity to communicate with people around the globe and the use of English by people they follow on social media are among the reasons students prefer using social media platform to increase their vocabulary size. Social media like Facebook, Instagram, Twitter, Tik Tok and YouTube allow people to find friends worldwide, and subscribe to or follow social media influencers they like. The following are some examples of students' responses related to this theme.

I can connect with people on the other side of the world. (S2)

Talking with a stranger on social media using English. (S16)

I can communicate with people who live in other countries. (S24)

Their first language is English. (S33)

Most of them communicate using English. (S49)

All of the Tik Tokers I followed use English in their videos, so I can learn from them. (S54)

Because there are many people making and sharing vlogs in English. (S59)

I can follow some influencers who speak English fluently. Some of them even use British accent and it really encourages me to learn the vocabulary and how to speak fluently. (S67)

S2 and S24 valued their interaction with people around the world. Discussing ideas or having small talk with someone they found on social media will enable students to improve their language, especially when English is the only option. Other than that, they were motivated by the people or influencers who presented their content in English. For example, S54 and S67 were encouraged to learn new words as they watched their favourite influencers using the language while interacting with their followers. This sparks students' interest in using the language by joining the bandwagon of using English like most social media users do (Zainal and Rahmat, 2020).

Theme 3: Provides a pleasurable experience

The finding showed that enjoyment could be one of the influential factors in users' continuous use of social media to learn vocabulary. Davis et al. (1992) found that both extrinsic (perceived usefulness) and intrinsic (perceived enjoyment) factors affect the motivation to use information technology systems. These students found that social media was enjoyable to use in learning. The ways they could acquire the new vocabulary were also interesting and creative enough to make them willing to spend more time going through most of the information on social media to please themselves. Hsu and Lin (2008) defined enjoyment as the degree to which Internet users participate in social media and suggested that enjoyment is a factor that regulates the users' intention to participate in social media. Learners were thrilled to learn English on social media platforms such as Facebook, WhatsApp, Instagram and YouTube (Ghounane, 2020). The following illustrates a few students who mentioned why they persisted in using the platforms.

- S1: *Enjoyable*
- S27: *Fun, up to date (always new things to learn)*
- S46: *Fun and enjoying*
- S85: *Fun way to learn, I find it way more relaxing*
- S112: *Interesting way to learn*

- S141: *Most interesting part is when i can know lot of things within every country in the social media also sometimes in social media there are always someone teach use to use new words by using their own creativity which is for me so good and fun, and surprisingly i can understand easier.*
- S179: *I can read everything throughout the social media by just pleasuring myself surfing browser*

Perceived enjoyment can be reflected as enjoying using social networks while spending time with friends. Kang and Lee (2010) considered social media a pleasure-oriented information system, where users continue using it with stronger motivation if they have more intense perceived enjoyment. Ventura and Martín-Monje (2016) also found that social media has helped learners progress in their specialised vocabulary learning. The responses showed that students have ways to seek pleasure experiences by using the platforms for learning. For instance, S37 shared that social media could provide her the information she was interested in knowing and looking for. She said, "Reading the article or something related to what I interested".

Meanwhile, when S41 claimed that social media interestingly educated him, S43 tirelessly looked for new information from the platforms. S41 and S43 respectively said, "They teach us in an interesting way" and "Never get bored to learn something new from social media". Next, S99 became addicted to learning more about the language since he immersed himself in gaming. He said, "Game instructions make me Feel addicted to learn English". In the same scenario, S115 and S158 would not let shyness prevent them from learning new things, instead they will enjoy the moments with the other users. S115 said, "Not getting shy to learn new things" while S158 said, "Obviously when the words use to entertain people". These students perceived enjoyment in using social media platforms and motivated them to learn more. Ali (2022) agreed that students perceived enjoyment when using a certain platform and motivated them to learn English since it was fun and exciting. Therefore, social media users would likely

participate in various activities because the interaction and engagement process result in fun and enjoyment.

Theme 4: Exposure to various sources

Exposure to various resources via social media encouraged students to enhance their vocabulary development. A few students stated that the way social media users used words was quite interesting. As S13 said, "How they give me a vocabulary are very interesting," similar to what S82 pointed out, "How they use the word". Besides, students could guess the meaning of those new terms based on the contexts used, which S74 remarked, "Get to know the context or meaning of the word we did not know right away". In parallel to S128 note, "I can learn vocabulary based on the situation about the content of the social media", these platforms helped them in knowing the new words. This is in line with Lomicka and Lord (2016). The different contexts, situations, and scenarios were more likely to be found in social media and allowed students to enhance, experiment and develop their vocabulary. The higher frequency of them visiting and using the platform indirectly helped them acquire the new vocabulary across the region. S4 said, "I think, in terms of my vocabulary improving since I used social media frequently", showing that the vocabulary learning process could be more effective by the frequency of use and exposure to various forms, situations and contexts.

Furthermore, about 26 responses revealed that social media increased their motivation to learn vocabulary since it could help them acquire new words. The responses were given, for instance, "can know the new words", "We can learn vocabulary from many people", "I always found new term that I never know", "There have many interesting words" and many more. Based on the analysis of 15 relevant peer-reviewed articles, Alharthi, Bown and Pullen (2020) found that these authors recognised that social media platform effectively improved students' motivation and engagement to enhance their vocabulary development. Hence, acquiring the new lexis could be one of the pulling factors

motivating the students to continue using any social media platforms available.

In addition, the responses presented by those students could gain lots of relevant knowledge in the language field. These students felt motivated when other language elements like strategies and skills in grammar, reading, listening, speaking and writing could be developed together while trying to acquire the vocabulary via a social media platform. Alqunayeer (2016) reported that students exposed to social media demonstrated higher vocabulary knowledge and improved in a few more skills, including writing and researching skills. It suggested that social media platform can be valuable tools and resources to motivate students in facilitating their language learning. Below are some excerpts from students stating their reasons for using social media platform to learn vocabulary.

- S19: *To improve their writing, reading, and similarly, to read new text and phrases to improve their vocabulary.*
- S21: *I can improve my grammar*
- S22: *When constructing the word before posting it is so important that we done a bit of research here and there to make sure our word convey our meaning (brevity).*
- S34: *Improve my knowledge and language*
- S73: *Can learning other languages and add more vocabulary with it*
- S83: *Can learn new techniques*
- S90: *The news I read from social media helps me a lot to improve my vocabulary and also keeps me updated.*
- S91: *For listening...*
- S92: *Social media to enhance their vocabulary development, reading, and listening skills, which consequently improves their English language ability.*
- S95: *Content various of words*
- S100: *New combination of words gets pumped out very frequently*
- S103: *It is a general platform that allows us to look at different types of sentences and languages*
- S105: *All in English*

S106: *Social media is a worldwide platform that used by people all around the world. sometimes i Found a posting about anything that related to knowledge and just random thoughts from them, and i can understand what they want to deliver to us, the social media users*

S110: *The simple sentences*

Interestingly, from the responses, students were motivated to use social media. Aside from being exposed to the new vocabulary, they also experienced first-hand learning of the targeted language, English, with native or non-native speakers. S75 exposed, "Their first language is English" while S172 clarified, "Can learn English with non-English speakers". S93 opined, "Having a long post about something I am interested but in English. This disclosed that students could learn vocabulary from various forms, whether oral or written. Likewise, some students prefer to use social media just to learn English since they can access the information from it. As S150 specified, "Can learn English" and similar to S153, "Learning English with Oxford Facebook page". Kabilan and Zahar (2016) found that most of the vocabulary learning occurred when the students used social media to interact and socialise with other students or users, particularly native speakers of the target language. Therefore, exposure to authentic sources via social media could boost students' motivation to become proficient English users.

Challenges faced by students in using social media to learn vocabulary

Theme 1: Perceived problems associated with language

Despite enjoying social media to ease their vocabulary learning, students were also aware of the downsides of using the platform. Sivagnanam and Yunus (2020) highlighted that language learners employed various strategies to facilitate their language learning, but any strategy always has some drawbacks. The same applies to the current study, where the students reported problems using appropriate or correct language forms in social media. Among the obstacles mentioned were inappropriate or negative words, errors

in language, and internet slang. Below are excerpts of students' responses, noting the stated problems.

Sometimes the vocabulary used are not suitable for general use. (S12)

Too many grammatical errors made by the social media users. (S17)

Sometimes social media introduce short forms that make it hard to identify the words. (S23)

It makes students to not be serious about correcting their spelling or grammatical mistakes. (S26)

Broken English used by the native speakers. (S27)

Weird new abbreviation that was mostly made by Gen Z that does not contribute any growth to English literature or even worse, might butcher/botch the language itself. (S39)

Sometimes the words are inappropriate. (S41)

Most of the new phrases I have learnt were harsh words. (S58)

A lot of internet slangs used. (S62)

Some words are used for cursing. (S64)

Regarding the errors committed in the language, students observed some grammatical mistakes found on social media platforms. S17 and S26 pointed out the grammatical errors made by social media users and some may ignore the mistakes committed. As the students encounter many errors in the platforms, they somehow get used to it and may think that it is not essential for them to correct the mistakes when others do the same. This is supported by Sivagnanam and Yunus (2020) that learners tend to be accustomed to wrong spelling while learning via social media. Hamat and Hassan (2019) also reported grammar as one of the areas of language skills that students found to be the least improved in comparison to other areas, namely communication and writing skills, while using social networking sites for informal learning.

Theme 2: Social media users' unfavourable feedback and behaviour

As social media has become a way of life, many people use the platform to interact with other users. Some are eager to leave comments, especially on issues or topics of interest, by sharing their opinion or merely proving their existence in the virtual space. However, some may not realize that the impact of the comments posted on someone's post will make people shy away, break their self-confidence or even worse, make them question their self-worth.

Hateful or abusive comments. (S4)

Many toxic people. (S10)

Some used social media to blame other people. (S22)

Cyber-bully. (S30)

Demean others. (S32)

The use of abusive language sometimes. (S46)

People tend to make fun of you for grammatical errors. (S51)

Some people will criticise if someone is using wrong vocabulary. (S68)

Toxic netizen who love to condemn others. (S71)

From the responses, S4 and S84 highlighted the use of abusive and hateful language in comments that appeared on social media. It was also reported that some social media users used the platform to criticise or demean others (S22, S33, S51 and S68). This kind of behaviour can directly affect students' motivation to express themselves and engage with the language, fearing that they will get criticised, especially when they make mistakes. Instead of creating a motivating environment, social media can also become a nightmare, where students may avoid using it just because they are afraid that they cannot handle the criticism.

Theme 3: Issues with an internet connection

During COVID-19, the dependency on the internet was very high for learners to engage in learning sessions, search for information, complete assignments and communicate with others. However,

some areas with poor internet signals may face difficulties with online learning. The responses presented the issues of internet problems among students, such as limited internet credit and the problem with internet connection. Correspondingly, Hussain (2012) found that most social media users faced the problems of electricity failure, low internet bandwidth, and lack of infrastructures like computers and laptops. In this situation, the affordable and accessible connectivity of the internet is beneficial for learners. Using social media demands a strong and undisruptive internet connection, and smartphones or computers with multimedia features. These problems discouraged them from continuing their vocabulary learning. Eighteen students responded that they disliked it when the internet problem disturbed their learning process.

- S16: *Internet problems*
- S31: *Line slow*
- S34: *Problem connection*
- S44: *Line coverage*
- S59: *Use a lot of mobile data*
- S83: *Internet problems*
- S88: *Internet problem*
- S90: *Slow internet*
- S99: *Slow Wi-Fi*
- S111: *Need to use internet maybe. No internet you cannot open the social media*
- S122: *Must has internet*
- S127: *Internet problem.*
- S129: *Lagging*
- S139: *Line problem/internet problem*
- S141: *The lagging/ slow working of social media sometimes I do not think it is about my internet it just running slower*
- S149: *Bad connection*
- S181: *Because my internet slow*
- S182: *Internet connection not strong*

Kissi and Osafo (2019) reviewed that previous studies on Technology Acceptance Model (TAM) have tested or considered the quality of Internet connections as the factor influencing students' decision to use media platforms such as Moodle. Many businesses could not be completed on time and were delayed because of these problems. In the current situation and with the advancement of technology, the internet is considered the primary source of necessary materials to achieve the target, including learning objectives (Surtikanti, 2020).

Theme 4: Negative effects on the users

While many findings reported the positive side of social media in learning, the consequences of this action should not be ignored. These students stated a few negative remarks from the responses, including many distractions and prolonged screen time affecting their health. Saini and Abraham (2015) claimed that social media such as Facebook and Twitter could distract students' attention from their learning process. There were many pulling factors for users' distraction while using social media. Some of the users could easily be distracted by something else. S14, S25, S51, S104 and S154 stated that many distractions could hinder their focus while using social media. S14 said, "Easily distracted", S25: "Distraction", S51: "It is a bit distracting", S104: "So many distractions that can hindrance your mind", and S154: "It is easy to get distracted while on social media". Likewise, some students also easily lose concentration when receiving irrelevant information and advertisements. Other responses received were from S18: "Unnecessary messages", S48: "advertisement", S61: "Too many ads", S93: "Cause have many ads", S163: "Hard to be concentrate" and S103: "It has extensive advertisements and sentences or language causing there to be sensitive issues in question". These responses showed that users cannot focus in their tasks at hand when they were distracted. Sometimes, the results of getting distracted led to another negative thing. S50 uncovered her statement that users neglected their studies once they lost concentration. She said, "Well sometimes students will neglect to study". S102 added that those distractions made them lazy to continue with other businesses. S102, "It can make me feel lazy to

do something else". Meanwhile, S72 claimed that social media could lead to addiction. Next, S130 mentioned that she used social media for other purposes instead of learning once she got distracted. She said, "I will open social media for other purposes" Furthermore, most social media users reported physical problems like backache, finger joint pain, dry face and blurred vision due to prolonged computer use (Hussain, 2012). The responses also showed another factor that makes the users dislike social media. It was because the prolonged screening time could lead to health issues. S11 stated that she could not stand to spend much time in front of the screen. She said, "I do not like being in front of the computer screen". In addition, S56 also had a similar response. Prolonged screening time could lead to eyes damages as she said, "Brings bad impact to our eyes". S89 disliked wasting time doing something unnecessary while accessing the sources. She claimed, "More time will be wasted while scrolling social media ". S112 found that students will use smartphones more frequently to access the media. He stated, "Need to use smartphone more often". S178 disliked the most when the sources are consumed too many times as he said, "If the video is too long". Tehranian (2013) believed that learners may spend less time on face-to-face communication, given their extensive exposure to screens. Recognising these challenges can help to reduce certain threats such as health issues and adverse effects on the users.

CONCLUSION

In conclusion, the study reveals that students were motivated to use social media, for example, Facebook, Twitter, Instagram, YouTube, WhatsApp, Telegram, Tik Tok and WeChat, to learn vocabulary. Their motivation was presented, which implied that ease of use, communication across boundaries, accessibility to various sources, and pure interest and pleasure in learning experiences motivated them to use social media for vocabulary learning. However, they also faced challenges using the platform due to internet connection and prolonged screening time, affecting the students' health. From these findings, we could understand that some factors were beyond the teachers' control in ensuring

students' motivation to use the platform. Failure to connect to the internet was the most significant reason that hindered motivation among students. Yet, it was not surprising as they stayed in their hometowns when the study was conducted. They had to share internet data with all the household members, since schooling in Malaysia was conducted online during the pandemic of COVID-19.

Therefore, future researchers may compare students' motivation for staying on campus and hometowns. More specifically, a comparison can be made by analysing the level of motivation using descriptive and inferential statistics of the two groups of learners. Indirectly, potential researchers may employ an experimental research design to collect the data for their study. They could manipulate relevant variables that motivate students to use social media to learn vocabulary. Also, understanding the challenges can further be elaborated using in-depth interview approaches. They can be conducted among students to identify the challenges that students experience using social media to learn vocabulary. The rich data may support our understanding of the obstacles students need to bear during online learning due to the pandemic of COVID-19.

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