



EXPLORING THE ROLES OF SOCIAL MEDIA USED BY TEACHERS IN TEACHING ENGLISH AT SMAN 1 ADILUWIH

Candra Wahyudi¹, Mutiara Ayu²
Universitas Teknokrat Indonesia^{1,2}

candrawahyudi.psw@gmail.com, mutiara.ayu@teknokrat.ac.id

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Abstract

This research discusses the roles of using social media in teaching English and also obstacles to using social media in English classes. This research aims to determine the roles of social media and to identify the obstacles faced by the teachers at SMAN 1 Adiluwih, with the respondents being two English teachers in this school. It uses a qualitative method with the research design is a case study. The instruments used for this research is a questionnaire and an interview. The study discovered three possible uses for social media in the classroom: (1) social media platforms are used to improve students' speaking, listening, writing, grammar, vocabulary, and reading comprehension; (2) social media gives teachers access to a wealth of resources and materials for teaching English; and (3) social media in the classroom increases students' interest in the language. The most significant goals of this research are to convince students and teachers that social media is not just for social purposes but also can be used as teaching and learning media.

Keywords: English Language Teaching, Social Media, Teachers.

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INTRODUCTION

Before covid 19 pandemic, online learning has become a widespread method for providing an alternative education which requires new modes of presentation and interaction. For instance, home-schooling for primary and secondary education or Indonesia open university for undergraduate and graduate level. This type of learning was favored due to its practicality. The learners can study and access the learning materials without having to come to the classroom. The materials are also various from worksheets, PowerPoint presentations, or videos. Besides offering practicality, online learning also promotes interaction amongst the learners. Through online learning, the learners still can interact with teachers and other learners through giving comments or asking questions. Educational researchers and practitioners agreed that interaction is the key variable in learning and satisfaction with distance education courses (Wanstreet, 2006). Thus, if online learning can facilitate interaction, it will affect learners' comprehension and contribute to satisfaction in learning.

During covid 19 pandemic, this method became mandatory to minimize the spread of the virus as instructed by the Government of Indonesia. This unplanned and unprecedented situation to society and education changed teachers' work in Indonesia and elsewhere (Atmojo and Nugroho, 2020). It obliges both teachers and learners to adapt with this new method of learning. The first months of the application of online learning yielded pros and cons. This fact comes from numerous studies and research conducted by researchers and practitioners during the pandemic. The cons come from the provision of school infrastructure (Rasmitadila, et.al, 2020). The minimal amount of online learning support remains an issue in Indonesia still now

which causes frustration and demotivation for teachers and learners. For instance, although the Indonesian government recently issued a regulation which states that school operational funds could be allocated to buy data packages, the schools still could not fully apply this online learning. The main reason comes from the insufficient connection since the location of school or the students' house might be in a challenging condition.

On the other hand, this new method of learning offers several benefits. Several studies find that students show a positive attitude towards the use of the internet as a source of language learning for instance, to some learners who have anxiety talking directly to their teachers or having a discussion with their peers, this type of learning is favorable. Furthermore, it encourages the learners to become independent. They have a freedom to access any relevant learning materials besides their teachers. One of the tools that can be utilized is social media. It is practical and accessible for students to find references from open access to journals and e-book to finish their assignments. Moreover, by using social media, students are also able to communicate with people from around the world which will be a good chance for them to practice their English. Lastly, it helps students' language learning process as students are able to communicate with people from other countries using the international language.

Learning English is necessary for students in entire world, People study English since it is an international language that is commonly used to communicate and may be utilized for the primary needs in every career opportunity (Wargadinata, et al 2020). English proficiency is crucial for worldwide communication in the Fourth Industrial Revolution (Pranoto and Suprayogi, 2019). English was previously taught to students in Indonesia mostly using conventional methods. Only the English structure was taught to them. Instead than teaching students how to communicate in English, the focus was on helping them understand how the language is structured. The student did not receive any training to hone their communication skills. Because they were forbidden from participating in communicative activities, English language learners are unable to practice speaking the language in conversation.

Learning English creates challenges in Indonesian environment because Indonesian students regard English as a foreign language. There aren't many public English lessons to learn (Mandasari and Aminatun, 2020). Focusing on understanding English grammar might result in bad student performance on English. The number of meetings or teaching hours also plays a major influence in language learning, which is why the conventional approach was not the main reason of the incompetent learners. To achieve good EFL learning goals in Indonesia, the country needs to make a lot of revisions and changes to the learning system (Ismail, 2020). Numerous studies have shown that using the traditional technique resulted in students losing interest in and engagement in their English language acquisition. Due to their limited opportunities to speak English in class, they kept mute. As previously stated, student only had a short amount of time to participate in speaking English. Students will have a positive attitude and take an active role in the teaching and learning activities they participate in (Anggarista & Wahyudin, 2022). Students also believed that learning English was simply done to meet the minimal standards necessary to pass a level of schooling. In general, it may be said that new methods for teaching English to students are required.

Since social media may and should be utilized to teach and study English as a foreign language or not, it is crucial that foreign language instructors, education administrators, policy makers, and directors of English programs are informed by this research. The teacher needs to provide an innovative way of learning that can trigger student activity by using social media to trigger student activity so that they can ask questions or express their opinions. Learning media as in learning process is very important to make learning more appealing, the course content clear, and the learning techniques more numerous. The use of media in the classroom can

increase students' motivation to learn English (Oktaviani & Mandasari, 2020). Thus, the class atmosphere becomes more active and there is a relationship between the teacher and the students so that the learning activities that take place will be more optimal and effective because the teacher involves students to the fullest.

Formal definitions of social networking are still hard to come by despite substantial study on these websites. According to some academics, social media's definition "can only be flexible and appropriate for certain contexts" (Sloan & Quan-Haase, 2017, p. 14). Sloan and Quan-Haase draw attention to the fact that the word "social media" may be wide and encompass online social networking sites (SNS), which offer platforms for users to interact, cooperate, and communicate with one another. Popular social networking sites include Facebook, Twitter, Pinterest, YouTube, Instagram, Myspace, and Friendster. According to researchers, integrating technology into the teaching and learning process provides various advantages for students' academic and interpersonal skills. To be relevant in the digital era, teachers must take advantage of this technological change (Dwyer, 2016).

Boyd (2015) claims that the exceptional rate at which social media platforms are being used globally shows how extraordinary the social media phenomenon is. It is crucial to examine the social media phenomena for this reason. Social media platforms can be used in classes to assist students gain fluency and comprehension in the target language. Social media, when utilized effectively, may improve students' linguistic abilities, teaching strategies, and learning (Lederer, 2012).

A recent study showed that there are five major social media platforms used for educational purposes. Firstly, is YouTube. This social media has been found to promote language development, intercultural learning, and motivation in an authentic L2 learning environment. It also could be used as an alternative or supplement to traditional teaching materials (Dizon, 2022). Secondly is Instagram. Instagram provides an effective platform for immersing learners in the English language and may be beneficial for teaching vocabulary. The learning content of Instagram is usually pretty straightforward. In other words, social media accommodates the needs of students for having simple lessons and it is favorable. Overall, Instagram may be a viable educational platform for English learners to hold their interest and motivate them to learn. Thirdly is Twitter. This social media platform is commonly used for providing instant feedback from teachers or lecturers. It provides an additional channel for students to communicate in their virtual classroom during covid19 pandemic. Next is TikTok, which is popular among Generation Z. This platform enables its users to create short videos from 15 seconds to 10 minutes. Previous related research by English language learners showcased that English language education learners hold a positive attitude toward the application of TikTok in English (Xiuwen and Razali, 2021). The students feel an improvement in terms of their motivation, pronunciation skills, and vocabulary. Last is WhatsApp. Learning English by this application facilitates discussion which leads to a positive and engaging learning atmosphere (Mutofa, 2020).

Social media has been widely used as a communicative and pedagogical tool to supplement teaching and learning, with educators increasingly advocating for it (Mahmud et al., 2016). Therefore, it is needed to investigate how teachers utilize social media to become more efficient and effective in teaching students in creative media courses. The majority of students need a more interactive e-learning approach than what is currently available in the Learning Management Systems (LMS) that they are using at school, according to a previous study (Oh, 2017) that conducted preliminary interviews to determine students' perceptions of e-learning. Students desire more interactive platforms with social media characteristics, according to the interview sessions, so they can communicate instead of relying on one-way "announcement" features. The researcher then created a follow-up study to clarify the role and characteristics of social media in fostering intrinsic motivation as well as the contribution of

teachers to this process. Therefore, the purpose of this study was to investigate the roles of using social media in English language teaching and obstacle faced by teachers in using social media in English class at SMAN 1 Adiluwih

RESEARCH METHOD

Qualitative research is an approach used to explore and understand individuals or groups that usually originate from social or humanitarian problems. According to Bhandari (2020), the qualitative study includes gathering and analyzing data from a non-numerical perspective to explain ideas, viewpoints, and perceptions (e.g., email, video, or audio). It may be used to gain a deep understanding of an issue or to produce new ideas for science. The method used in this research is a descriptive qualitative method in this study used to get answers to research questions. Qualitative is a holistic approach that allows researchers to express the informants' views in detail about a social or humanitarian problem carried out in a natural setting. this research is valuable for describing, clarifying, and translating the information gathered. Therefore, the author in this consideration uses a subjective strategy by the objectives to be studied.

The subjects of this study are the teachers at SMAN 1 Adiluwih, questionnaire was distributed to English teachers at SMAN 1 Adiluwih. The questionnaire was in the form percentage of Likert scale While data sources for this study are two English teachers at SMAN 1 Adiluwih, especially in grades 10 and 11 where the two teachers had implemented social media as learning media. There are two English teachers at SMAN 1 Adiluwih so the researcher decided to choose the two teachers to get valid data.

The data collection technique is a technique that the researcher uses as a data collection tool in this study. Data collection techniques include questionnaires, (Yin, 2014). However, in this study, researchers only used one technique in the data collecting technique. Here are the techniques for collecting the data. The questionnaire was a survey tool that was distributed to all population objects which became the reference in this study. The questionnaires were distributed in the form consisting of 16 questions that is adapted by Albiladi, W. S. (2020). The questionnaire was carried out by providing a Google Forms link with a close-ended question, four aspects are using likert scale one until four (1) strongly disagree, (2) disagree, (3) agree, (4) strongly agree. Then the teachers are allowed to fill in all available questions.

In this research, qualitative data was employed. Data collection, data reduction, data display, drawing, and concluding are the four concurrent procedures for gathering qualitative data. All data were submitted following the data collection procedure during the first phase, which involved data collection. It served as the starting point for the next stage of analysis. The second phase entails ongoing data minimization during the course of the investigation. It was the same problem as the analysis. The selection process involved reducing, streamlining, abstracting, and modifying the field notes' "raw" information. Data minimization is a continuous process in any qualitatively focused endeavor. The third-phase data display is used continuously To facilitate conclusions, The reseacher classifies and summarize the data. Then state the stage the analysis is at. In the final stage of drawing and verifying conclusions, after reduction and display, the qualitative analyst would draw the data from the beginning of data collection and start to decide what things meant, noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. It's possible that the final findings won't be accessible until the data collection is finished.

FINDINGS AND DISCUSSION

The researcher presents the findings which have been presented according to the research questions; (1) What are the roles of using social media at SMAN 1 Adiluwih. In doing this research, the researcher asked two English teachers at this school to fill out the questionnaire given by distributing the link to personal chat on teachers' WhatsApp. The following are the results of the first part of the questionnaire about the roles of using social media in English classes in the form of percentages.

Table 1 roles of using social media in English classes

No	Statements	1	2	3	4
1	Using social media in classes helps to improve students' ability in reading, writing, and speaking.	0%	0%	50%	50%
2	Using social media in classes increases the interest of students toward English language	0%	0%	50%	50%
3	I teach my students using social media 2 times or more a week	0%	50%	50%	0%
4	Using social media can encourage students' participation and collaboration	0%	0%	100%	0%
5	I create teaching material by utilizing Social Media	0%	0%	100%	0%
6	I give my students pre-tests or post-test through social media	0%	0%	50%	50%
7	I get most of the information from the Social media	0%	0%	50%	50%
8	I am confident in using social media to teach English	0%	100%	0%	0%
9	Using social media makes me more productive as a teacher	0%	0%	100%	0%
10	I always write the source of information I get through any media	0%	0%	100%	0%
11	Using social media makes English teaching and learning more effective.	0%	0%	100%	0%

From the data that have been presented in the table above, it can be seen that 16 statements were discussed by the researcher. The researcher divided the result from the highest percentage to the lowest percentage. Seven statements gained 100% agree, seven statements gained 50% agree six statements gained 50% for strongly agree, one statement gained 50% disagree and 50% agree, one statement gained 100% disagree, and one statement gained 50% disagree and 50% strongly disagree. Based on the result that has been divided into five categories, the researcher would explain from the highest categories to the lowest one. The explanation is as follows:

Firstly, the first statement that got 100% agree is statement number four which teachers agree that Using social media can encourages students' participation and collaboration. It is proven by the result percentage of statement number four. Second statement that got 100% is statement number five. In this statement, teachers agree that they create teaching material by utilizing social media. The third statement is statement number nine which 100% of teachers agree that teachers Using social media makes me more productive as a teacher. The fourth

statement is statement number ten, teachers agree that teachers always write the source of information I get through any media. The statement that got 100% is statement number eleven in which agree that they can Using social media makes English teaching and learning more effective. especially in the education field and for teaching purposes.

Then, the statement that gained 50% agreed and 50% strongly agree. The first statement is statement number one, each teacher has their own answer but it can be interpreted that both teachers agree that Using social media in classes help to improve students' ability in reading, writing, and speaking. The next statement is number two. It can be interpreted that both teachers agree that Using social media in classes increase the interest of students toward English language. And the third statement gained 50% agree, and 50% strongly agree is number six. It can be concluded that both teachers agree with the statement which they give students pre-test or post-test through social media.

The fourth statement gained 50% agree, and 50% strongly agree is number seven teachers agree that get most of the information from the Social media. Next is statement that gained 50% disagrees and 50% agree. There are only one statements in this category. The statement is I teach students using social media 2 times or more a week number three in which It can be seen that both teachers have different answers. It means that each teacher has their own way of giving their students when I teach students using social media. From the result, it can be seen that One teacher disagrees or feel not satisfied with online classes, meanwhile, the other teacher prefers online classes to traditional classes. Some teachers prefer traditional classes to online classes. The next category is the statement that got 100% to disagree and the statement got 50% strongly disagree, and 50% disagree. The statement that got 100% disagree is statement number eight. This statement is teacher confident in using social media to teach English. And the result showed teachers don't confident in using social media when teach their students using social media.

Social media has been implemented in SMAN 1 Adiluwih, while there are still challenges. Researchers talk about the benefits of social media use in English instruction in this area, with a focus on high school students in grades ten and eleven. Researchers employed a questionnaire to get more data on the functions of social media use in order to respond to the first study question. Examining how instructors use social media for teaching is the goal of the first study question. The participants indicated using well-known social media sites to aid in their English teaching, including YouTube, Instagram, Whatsapp, and TikTok. In Indonesia, this is the most widely used social networking platform.

The findings from this research show the results of question number one (Q1) which shows that 50% agree and 50% strongly agree that social media platforms are used to develop students' reading, listening, writing, grammar, vocabulary and speaking skills. this result in line with Sukri et al. (2018) claim that social media platforms offer both official and informal language learning opportunities that may be tailored to enhance particular language proficiency.

Seeing that both teachers expressed 100% agreement with statement number eleven (Q11), the participants felt that social media may be utilized to improve students' learning processes. Social media provides teachers with enormous resources and materials that can be used in learning and teaching English. This statement is shown in the results of statement number seven (Q7) which shows the results of 50% agree and 50% strongly agree.

Using social media in classes increase the interest of students toward English language. This statement is shown in the results of statement number two (Q2) which shows the results

of 50% agree and 50% strongly agree. According to studies on the use of Instagram for education, using the social media platform can boost students' creativity. Consistent with the findings of this study, Putri and Oktaviani (2021) have performed other studies on the usage of social media, and their findings demonstrate that social media may support student learning and raise excitement for studying. Students may read a ton of English-language literature on sites like TikTok, Instagram, and YouTube. They can also listen tremendous millions of instructive audio files, practice various language skills, and complete a range of language activities

Researchers found that teachers have some challenges in using social media for teaching starting from creating material using social media, adopting information from the internet, and uploading it to the site, forum, or platform so that it can be accessed by their students. From this finding, it seems like both teachers are ready to have an online class or a traditional class but in fact, half of the teachers prefer traditional classes to online classes due to some reason

CONCLUSION

Based on the research findings in the previous chapter, the researcher concluded that the roles of social media used by teachers in teaching English; (1) social media platforms are used to develop students' reading, listening, writing, grammar, vocabulary, and speaking skills. (2) Social media provides teachers with enormous resources and materials that can be used in learning and teaching English. (3) social media in classes increases the interest of students in English language.

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