Lecturers' Perception of the Use of Social Media for English Language Teaching

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ABSTRACT

The goal of this study was to see how English lecturers' perceptions of the use of social media for English Language teaching. This study is limited to 4 aspects (Activities, Motivation, Enhancing students' skills, and effectiveness). This research was conducted at the English Department at a university in Surabaya using social media for teaching English by lecturers. This study using a case study design and semi-structured interview, by organizing, interpreting, and representing the data. A total of 8 lecturers have participated to be interviewed to know about their perception on the use of social media for English Language Teaching. The results showed that the social media most primarily used by the English lecturers are WhatsApp and Email. The result of the interviews showed about the four aspects that had been determined. They are; 1). Activities when using social media in teaching English; discussion, communication, sharing subjects' materials, collecting an assignment, giving assignments. 2). The use of Social media can increase students and lecturers' motivation; improving learning motivation, active, creative, increasing self-confidence, and interesting. 3). The use of social media can enhance students' English skills; enhancing speaking skill, writing skill, pronunciation, vocabulary. 4). The effectiveness of social media use in teaching English; easy to access, easy to understand, easy to use, easy to be practiced.

BACKGROUND

Social media are world-wide-web applications that allow users to hold a conversation (connect with one another), create and publish digital content that has been created through own creative efforts and filtered online by a group of individuals by contributing their own content in a professional or non-professional setting. The user acts as both a consumer and a creator of information, knowledge and technical expertise, opinions and perspectives obtained and transmitted through words (comments, warnings, rankings, evaluates), photographs and visuals, and voice recordings. (Issue, 2013). People use social media as an information and communication technology tool to communicate online. As a result of today's technological advancements, social media exists. Social media like, YouTube, Twitter, Instagram, and Facebook are some variety of social media that popular nowadays (Ariana & Mirabela, 2014).

According to (Rodríguez-Hoyos et al., 2015), social media has been extensively documented to have a good impact on education. Studies on the usage of Twitter, such as (Gao et al., 2012), suggest to possible benefits in reviewing, discussing, practicing, and cooperation in a range of learning environments. Furthermore, a research by (Manca & Ranieri, 2016) showed that, social media in education shows a variety of social media platform aspects that might be leveraged to widen learning environments and create rich learning tools, while also showcasing barriers to the adoption, such as educational opposition to social media and incongruence with established learning strategies.

Social media also can be learning tool. Lecturers can publish learning resources in the form of videos, photos, or audio explanations, which students can subsequently study freely via their own social media platforms. Social media usage as a learning tool is seen to be helpful for making information more adaptive and enjoyable, thereby improving the quality and student objectives (Page et al., 2021). The most of students said that they were able to practice their English skills by using social media since they could hold discussions and communicate in both written and spoken English. Following that, the usage of social media in the classroom can be seen in any type of activity, as it is recognized that using social media as learning tool can enhance students' knowledges, especially in English learning. (Balbay & Kilis, 2017). Social media activities can assist students' English learning for involvement, communication, and completing assignments (Habibi et al., 2018).

Educators must be properly prepared and provided with the information and abilities to make the most of their online learning opportunities (Atmojo & Nugroho, 2020). The other research claim that educators are not necessarily as adept as students at using technology of social media during the class (Hamadeh et al., 2020). It allows students to develop critical thinking and social skills while also becoming engaged citizens who make and distribute material (Wang et al., 2011). Most teenagers are used to using social media to communicate and may be skilled at communicating or playing games, but some are already aware that social media has educational potential (M. Alshabeb & K. Almaqrn, 2018).

According to the findings of a study conducted by (Çelik & Aytın, 2014), digital media can both encourage students and increase their English ability. In their study, teachers responded positively to the use of digital media. According to them, technology has become a requirement in education because it helps effectively manage time and boost students' attention when delivering material. This is similar to (Lin et

al., 2017), their studies suggest that learning using digital media improves students' motivation and achievement. In the research of (Kurniawati et al., 2018), they said that 72.9% of students use digital media (computers and the internet) in their daily lives. In learning English, (Baʃöz, 2016) explained that digital media can help improve vocabulary, reading and listening with percentage gains of 93.4 percent, 89.9 percent and 83.3 percent in his research. There is a significant difference in other skills, such as writing and speaking skills with a percentage of 70 percent and 66.7 percent. In addition, the use of digital media can also motivate students in learning English (Suherdi, 2019).

Based on research finding of (Zam Zam Al Arif, 2019), the result showed that students use many kinds of social media platforms, such as Facebook and Instagram. Students spent more time for non-learning objectives on social media objectives than for English learning goals. They did, however, demonstrate favorable opinions about the use of social media in English acquisition. According to (Altam, 2020), listening is the most improved skill when utilizing social media for English language learning by English learners that use social media for more frequently. The results also showed that using social media helps students learn and discovered new vocabulary while decreasing spelling errors. The research showed that YouTube is the most popular social media tool for learning English. A finding of (Pitaloka et al., 2021) on their research "Social Media for Learning English: The Views of Pre-service EFL Teachers" discovered that 73.07 percent of the participants felt a high impact of using social media to learn English, 26.7 percent experienced a medium effect, and 0.22 percent experienced a low effect.

Based on (Johnson, 2014)'s findings, teachers agreed that students would find the use of interactive social media for learning fun. Teachers also want to learn more about digital learning so they can use it in the classroom. The teachers agreed that students would be more interested to learn if they could use social media and agreed that they wanted their students to use digital devices to access subjects' material. But, teachers disagreed that using social media for learning in the classroom would give positive impact on students' writing skills.

The previous studies above discussed about the use of social media for learners and educators. But in this study, the researcher wants to know social media that most primarily used by lecturers in teaching English and the lecturers' perceptions on the use of social media in context English teaching. The researcher also takes different place which is at one of University in Surabaya. To achieve the goal of this study, the research attempt to answer this question: 1). How the lecturer's perception on using social media in teaching English?

RESEARCH METHOD

This study using a case study design. A case study is a detailed study of a person, a group of individuals, or a unit with the purpose of generalizing across several units. (Gustafsson, 2017). A total of 8 English lecturers have participated in this study were selected using a purposive sampling method. Purposive sampling is non-random sampling method with no limit on the number of respondents as long as the researcher confirms the desired information can be obtained from suitable with the expected research objectives (Lenaini, 2021). In this case, the researcher chose English lecturers who actively use social media as teaching media.

The researcher does data processing by checking the correctness of the data, classifying the data, and correcting the unclear data interview answers. After that, the data in the form of transcripts of interview results will obtain important information in the form of research. For the interview session, there were some questions in this part which includes 4 questions of perceptions of social media in teaching English to fulfill the 4 aspects; Activities, Motivation, Enhancing students' skills, and effectiveness.

DISCUSSIONS
Lecturers' perceptions on Using Social Media in Teaching English
The researcher organized analysis and discussion around lecturers' perceptions and contexts in which they felt the benefits of using social media for teaching English.
A. Activities
In the first question, the researcher asked the lecturers about the activities they do on using social media in teaching English. The results reveal that the most participants used social media as communication tool and teaching tool using social media. For example, they discuss, doing a question and answer, and talk about subjects' material from the lecturer. According to (Gloede & Menkhoff, 2014), receiving feedback and discussion from students are important features which lecturer may do using social media as a teaching tool, to monitor if students have understood the course information delivered in class, allowing the lecturer to discover knowledge gaps and rectify them immediately.

L1: *"Question and Answer always opened via WhatsApp group chats in my course before I end the class to make sure whether they understand what I delivered or not".*

L2: *"One of important activity is a discussion. That is what I do to make my students active in my class."*

L5: *"I communicate, share subject's material using WhatsApp group because it's easy."*

L7: *"I communicate and talk about the lessons I teach via WhatsApp groups or Telegram group."*

B. Motivation
Then, for the following questions, the researcher asked about the motivation of the lecturers on using social media in English teaching. The result showed that teaching English using social media not only motivate them as a lecturer, but also motivate the students. For example, WhatsApp makes them more creative to make a subject's material for the students, teaching using social media make both students and lecturers active during English class, teaching using social media also make the lecturer more confident in teaching English. Moreover, students increase their learning motivation when learn a content through social media from the lecturer. According to (Yusi Kamhar & Lestari, 2019), social media can be used as learning media in producing positive effects on students and teacher in increasing learning motivation, creativity, and increasing intimacy between friends so that social media is effective to be used as a learning tool.

L1: *"Yes, I see my students increase their learning motivation when I make a content through social media. It also motivates me to teach using social media."*

L4: *"Yes, something that makes me motivated by using social media is increase self confidence in teaching English."*

L5: "Yes, because it comfortable and make a good relationship between students and lecturers in teaching learning process."

L6: "Yes, teaching using social media makes both students and lecturers active during English class."

C. Enhancing students' skill

Next, the researcher asked about the lecturers' perception in context whether teaching English using social media enhance students' English skills. The result showed that all the participants agree that teaching English used social media can enhance students' English skills. For example, some students' improve their speaking skills when the lecturers used Instagram and YouTube as teaching tool for submitting their assignment of public speaking, students' vocabulary mastery is improved when the lecturer talk to them by WhatsApp, students' writing skill is improved when they got an assignments through social media from their lecturer, students' pronunciation skill also improved when they do an assignment by social media. (Erarslan, 2019) stated that, social media platforms have a positive impact on improving English language skills for formal teaching by exposing students when they use these platforms as part of their daily practice.

L2: "Yes. Students' vocabulary skill is improved a lot since I often talk with them by WhatsApp."

L3: "Yes, their writing skill is improved a lot when I give them an assignments through social media."

L5: "Yes, I think their pronunciation enhance when I give an assignment through social media to them."

L8: "Yes, I use YouTube to collect the student's assignments and I think their speaking skill improved.

D. Effectiveness

After that, the researcher asked about the lecturer's perceptions of the effectiveness of using social media as teaching English tools. The result showed that the participants said that teaching English using social media is effective. According to (Dzvapatsva et al., 2014), using social media for teaching is easy to use anywhere and anytime because it is available at any time and is not limited like conventional media which is limited by space and time. In this interview section, the participants said that, teaching using social media is easy to understand for both students and lecturers. Moreover, the use of social media in teaching English is easy to access.

L1: "Yes. We're all have limited space and time when we are going to do teaching and learning activities, then social media makes it easy to use no matter where we are."

L3: "Yes, because it easy to understand both for students and lecturers."

L4: "Yes. Social media make teaching learning activities easy to understand and easy to access for both students and lecturers."

L6: "Yes, because it easy to use and easy to understand."

Based on the result of the interview session, the researcher collected answers from lecturers based on 4 aspects that had been determined. They are; 1). Activities. Activities when using social media in teaching English; discussion, communication, sharing subjects' materials, collect an assignment, giving assignments. 2). Motivation. The use of Social media was able to increase students and lecturers' motivation; improve learning motivation, being active in class, more creative, increase self-

confidence, and interesting. 3). Enhancing students' skills. The use of social media was able to enhance students' English skills; enhance speaking skill, writing skill, pronunciation, vocabulary. 4). The last is effectiveness. The Effectiveness of social media use in teaching English; easy to access, easy to understand, easy to use, easy to be practiced.

CONCLUSION

English lecturers use social media to help them in teaching English. Some social media such as YouTube, Facebook, Twitter, WhatsApp, Instagram, Telegram and Email are social media that are familiar to everyday use. Although lecturers use all these types of social media every day, from the results of this study, the researchers obtained data that WhatsApp and Email had the highest presentation value compared to other social media to communicate with students or to teach English. Researchers get the results from this research that social media, such as WhatsApp and Email, are the most popular and most widely used media among English lecturers.

Based on the results of the interviews, most of the lecturers revealed that they use social media every day even when they need it. This is proof that social media is beneficial for English lecturers in teaching English using social media as a learning medium. The many features of social media make lecturers and students more creative in teaching and learning English also helps lecturers as a teaching medium and makes it easier for them to teach English and has a positive impact on students. This research can be developed for further research to be a wider focus or used for further research in the world of knowledge in general with a focus on the advantages of using social media as a learning tool.

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