

English Teachers' Perceptions on Using Media Social in Teaching English

Siti Rahmadiyah

sitirahmadiyah@umnaw.ac.id

Nazriani Lubis (corresponding author)

nazrianylubis@umnaw.ac.id

English Education Study Program, Faculty of Teacher Training and Education,
Universitas Muslim Nusantara Al-Washliyah

Abstract

Social media in learning English is now used by people who have many functions, one which can be used as a medium for language learning. Social media are effective learning media to assist the learning and teaching process. The use of media in learning English in Junior High School is able to make students do more Learning activities, and other activities such as observing, doing, demonstrating and so on. It was found teachers had positive perceptions of technologies. thematic analysis is the process of identifying and analyzing pattern or themes in qualitative. Based on the research result, teacher perceptions tend to be quite positive about the implementation of the teaching and learning process using media social. The tendency for perception is enthusiastic in teaching media social as a tool to support the teaching and learning process at the school.

keyword : social media, english teachers' perception, teaching english

Abstrak

Media sosial dalam pembelajaran bahasa Inggris kini digunakan oleh masyarakat yang memiliki banyak fungsi, salah satunya dapat digunakan sebagai media pembelajaran bahasa. Media sosial merupakan media pembelajaran yang efektif untuk membantu proses belajar mengajar. Penggunaan media dalam pembelajaran bahasa Inggris di SMP mampu membuat siswa lebih banyak melakukan kegiatan belajar, dan kegiatan lainnya seperti mengamati, melakukan, mendemonstrasikan dan sebagainya. Ditemukan guru memiliki persepsi positif terhadap teknologi. Analisis tematik adalah proses mengidentifikasi dan menganalisis pola atau tema dalam data kualitatif. Berdasarkan hasil penelitian, persepsi guru cenderung cukup positif terhadap pelaksanaan proses belajar mengajar dengan menggunakan media sosial. Kecenderungan persepsi antusias dalam penggunaan media sosial sebagai alat penunjang proses belajar mengajar di sekolah

Kata kunci : media sosial, persepsi guru bahasa inggris dalam mengajar bahasa inggris.

1. Introduction

Social media in teaching learning English is now used by people who have many functions, one of which can be used as a medium for language learning. Based on the Regulation of the Minister of Education (PERMENDIKNAS) Republic of Indonesia No. 22 of 2006 concerning Content Standard; "Language has a central role in the intellectual development, social, and emotional support of learners and is a success in learning all fields of study" cited in (Putra et al., 2017). Many social media are effective learning media to assist the learning and teaching process. there were four main purposes for using social media applications, which are entertainment, socialization, informativeness and academic. The expansive using mobile technologies have established a magnificent possibility in the development of language learning.

The use of media in learning English in junior high schools is able to make students do more learning activities, and other activities such as observing, doing, demonstrating, and so on. Learning English in junior high school aims to: Train students to be able to communicate orally and in writing. Communicating in this case is understanding and disclosing information, thoughts, feelings, and the development of science, technology, and culture. Therefore, English subjects in junior high school are directed to develop listening, speaking, reading and writing skills so that graduates

are able to communicate and discourse in English. Giovannella (2020) conducted a study on the Italian school system to capture how the teachers perceive and experience online education two months after the beginning of the Covid-19 pandemic. It was found that teachers had a positive perception of using technologies. The professional development of teachers in digital skills is needed to prepare for future teaching activities. Klapproth also supports this, Klapproth (2020), who suggests that teachers develop their digital skills. Therefore, schools should equip them with the necessary computer hard- and software contributing to a willingness to use online teaching technologies.

Based on the problems and explanations above, the researcher tries to investigate the perception of using learning media for the field of English studies. The researcher will explain and provide alternatives to readers of the types of media learning that can be used, applied and even modified in learning process. With the selection of effective learning media with pay attention to the characteristics and capabilities of each media according to the needs of the learning process perception towards English teacher's in the use of Social Media in teaching.

2. Literature Review

2.1. Phenomena of Using Social Media in ELT Context

English language teaching (ELT) is an area which often actively embraces social media in its teaching and learning activities. This may be due to the nature of social media which allows the implementation of educational theories in second/ additional language teaching such as constructivism and socio-cultural language theories both are discussed further in the Literature Review section. Various forms of popular Social Media in teaching English have been integrated into ELT, for example, blogs, WhatsApp, and YouTube. These are employed in various ELT contexts such as teaching courses in English skills and English content. Technology has an important role in language learning and teaching.

2.1.1. Kinds of Social Media Frequently used by Teacher.

A Blog is a site whose items are regularly posted and displayed in in backward chronological order. As a type of online journal, a blog allows users to post multiple entries of content, this enabling knowledge sharing beyond classroom contexts (Sun & Chang, 2012). According to Larasati, et al (2013), WhatsApp is an application for instant messaging, and allows us to exchange images, videos, photos, voice messages and discussions. According to Benson, 2015 YouTube is online, officially launched in late 2005, which allows registered users to upload video clips for viewing by the general population of Internet users.

2.2. English Teacher's Challenging Using Social Media

Nowadays English teachers find out that the using of Social Media can be a very challenging. Source : *International Journal of Learning and Reaching vol.3 No,2 June 2017*. There are three major challenges namely : The challenges of teachers in using social media in learning include the constraints on network connections. Less supportive and in the use of social media students do not respond to the class groups provided by the teacher. The lack of availability of student quota as that are still inadequate and there are some teachers who are lacking can master technology.

2.3. The Benefit of Using Social Media Teaching English

In the process of learning aids or media are used to make it easier for students to master the subject matter. In today's modern era, a teacher is required to be able to take advantage in information technology as an alternative learning Media.

3. Method

This study aims to determine the teacher's perception of using social media in Teaching English. This study uses a qualitative approach with thematic analysis. This design will be classified as thematic analysis. Thematic analysis is the process of identifying and analyzing patterns or themes in qualitative data. Therefore, thematic analysis can describe in detail with the aim of identifying themes, namely patterns in the data used by these themes to answer a phenomenon. Thematic analysis helps to produce a final report in a clear and organized manner as this design is useful for summarizing big data to take a structured approach to dealing with data.

The teaching and learning perspective has the advantage of being a method rather than a methodology, meaning that it does not depend on a particular epistemological or theoretical perspective like many qualitative methodologies.

This method is very flexible from just summarizing the data but good thematic analysis in understanding and understanding it. The main question as a theme is the common pitfalls (Clarke & Braun, 2013) which reflects that the data will be summarized and organized rather than analyzed in this case, the researcher will analyze the data collected by interviewing the perceptions of teachers from three different schools in the Kecamatan Batang Kuis on social use media in learning English.

4. Result and Discussion

The result of the research showed that there were found five theme namely: effective, obstacles, benefits, have smartphone and used continuously.

1. What is this application very effective for learning English?
2. There are obstacles in the use of this application in the process of using it for students
3. What are the benefits felt by the teacher in using the application?
4. Do all students have smart phones?
5. What is this application is used continuously in the learning process?

Following are the perceptions of the 3 school teachers studied by researchers with the initials FAN, NL, TN regarding the question above:

FAN : *“That Blog Application is able to facilitate practice in the fields of writing, reading and increasing vocabulary as well as storing learning experiences. For the constraints that students are not continuously and regularly writing and developing the We Blog, the benefits that can be obtained from the Blog application include helping teachers process the contents of the We Blog, so that they avoid wasting resources in writing more, in our school about 75% of children have cell phones. The teaching and learning process using digital media social has been running four the past one years”.*

NL : *“According to him, the YouTube application is very effective and helps students to learn flexibly, easy to understand, interesting and not boring. So far there are no problems in using the YouTube application because it makes students feel comfortable with the video feature in it, the benefits they get are motivated to study harder so they are able to have independent learning and be disciplined in participating in learning. 85% use cellphones, this application is not used continuously only as a support for learning media which is held every 2 weeks, so that students are more interested in learning and learning is not boring. The teaching and learning process using digital media social has been running four the past three years.*

TN : *The WhatsApp application is quite easy in various circles compared to other applications and all people have the application. So far there have been no problems in its use, the WhatsApp application makes use of information related to learning more easily in one classroom group room, to facilitate discussion (providing information) besides that the WhatsApp application can be obtained easily and for free has several facilities including sending contacts, writing, pictures, sound videos and documents. So far 100% of students have cellphones in class. This application is used continuously to publish works (distribute information) quickly and easily. The teaching and learning process using digital media social has been running four the past two years.”*

Table IV.1 Research Subject Data

No.	Name	School	Position	Teacher Experience
1.	FAN	SMP Al-Yusdah Batang Kuis	Teacher	5 Years
2.	NL	MTs Bustanul Ulum Batang Kuis	Teacher	3 Years
3	TN	SMP Islam Bintang, Batang Kuis	Teacher	3,5 Years

Data source: Observations From The Three Schools

Discussion

Based on the research results, teacher perceptions tend to be quite positive about the implementation of the teaching and learning process using social media. The tendency for perception is quite positive, it can be seen that the

teacher is quite enthusiastic in teaching using Social Media as a tool to support the teaching and learning process at the school.

5. Conclusion and Suggestion

5.1. Conclusion

Based on the results of research on the perceptions of three English teachers at the Kecamatan Batang Kuis Junior High School. Based on the results of interviews and observations at the Batang Kuis Private Junior High School, it can be concluded that the English teachers regarding the use of social media in learning English that the use of social media implemented by the three schools is very effective as a learning tools. Media supports the teaching and learning process, facilitates practice in field writing, reading and others, besides that it makes students more creative and innovative in using Social Media in this digital era.

5.2. Suggestion

There the research findings show some perceptions that can be taken by them as the use of social media in learning English, especially at school.

Teachers can use several social media applications including blog, YouTube and WhatsApp applications. The teacher's perception should be measured as a tool to make the teaching and learning process more effective and interesting for students. Through the research results, researchers found positive perceptions in the use of digital media. Therefore, researchers suggest that these three applications be applied as media to support the learning. In addition, further researchers can develop this research for teaching companion materials in schools.

REFERENCES

- Clarke, V. & Braun, V. (2013) *Teaching thematic analysis: Overcoming challenges and developing strategies for effective learning*. *The Psychologist*, 26(2), 120-123.
- Giovannella, C. (2020). *Measuring the effect of the Covid-19 pandemic on the Italian Learning Ecosystems at the steady state: a school teachers' perspective*. Retrieved from <https://www.researchgate.net/publication/343127257>
- Hadi, B 2015, *Utilization of Whatsapp Applications in Blended Learning-Based Learning*.
- Klapproth, F., Federkeil, L., Heinschke, F., & Jungmann, T. (2020). *Teachers' experiences of stress and their coping strategies during COVID-19 induced distance teaching*. *Journal of Pedagogical Research*. Advanced online publication. doi: 10.33902/JPR.2020062805
- Klapproth, F., Federkeil, L., Heinschke, F., & Jungmann, T. (2020). *Teachers' experiences of stress and their coping strategies during COVID-19 induced distance teaching*. *Journal of Pedagogical Research*.
- Larasati, W., et al. (2013). *Effectiveness Utilization of the WhatsApp Application as a Learning Discussion Means*
- Locher, 2010; Baruah, 2012; Idris & Ghani, 2012; Rodriguez, Peterson, & Krishnan, 2012; Stapa & Shaari, 2012; Zena, Maros, & Nor, 2012). ; Jiao, Gang, & Yang, 2015; Maros & Rosli, 2017. The effectiveness of online communication.
- Nambiar, D. (2020). *The impact of online learning during COVID-19: students' and teachers' perspective*. *The International Journal of Indian Psychology*, 8(2). DOI: 10.25215/0802.094. Retrieved from <http://www.ijip.in>
- putra, a. s., education, e., program, s., training, t., & faculty, e. (2017). *the correlation between motivation and*. ii(1), 36-57
- Shyamlee, S. D., & Phil, M. (2012). *Use of Technology in English Language Teaching and Learning: An Analysis*. In *International Conference on Language, Medias and Culture (Vol. 33, pp. 150-156)*.
- Shyamlee, S. D., & Phil, M. (2012). *Use of Technology in English Language Teaching and Learning An Analysis*. Sun, Y.C. & Chang, Y.j. (2012). *Blogging to Learn: Becoming EFL Academic Writers through Collaborative Dialogues*. *Language Learning & Technology*, 16(1), 43-61. <https://digilibadmin.unismuh.ac.id/upload/14211-full-text.pdf>

repository.uinjambi.ac.id/5990/1/TE.161811_%20SIHATUL%20MARDIAH_ENGLISH%20EDUCATION.pdf
International journal of learning and teaching vol.3,No,2 June 2017