

Making the Best Use of Social Media in English Classroom

Anisa Nur Pratiwi
 Graduate School
 Yogyakarta State University
 Yogyakarta, Indonesia
 pratiwianisa.work@gmail.com

Pangesti Wiedarti
 Graduate School
 Yogyakarta State University
 Yogyakarta, Indonesia
 pangesti.tugas@gmail.com

Abstract—In the era of 21st century, education has been growing to more practical world to meet the demands of humans' needs. One of the skills in the 21st century is the use of media and technology to support classroom activities at which those activities should resemble current trend in the world. In order to help students prepare the job required in the future when information is connected by technology, teachers should have known about how to bring real interaction to classroom situations. Besides, English will inevitably be the most widely spoken language throughout the world. This paper describes the use of social media in English classroom and proposes a practical way to make the best use of it. Social media can be used in three teaching stages (pre, whilst and post teaching to its best. Youtube and mind mapping can be used to teach warming up activities, LINE and Whatsapp can be used to foster practical life skills in whilst teaching and post teaching.

Keywords: *social media, English classroom, communicative language teaching*

I. INTRODUCTION

The Industrial Revolution 4.0 has come to a start. In this era, every single activity that humans do has something to do with the values of efficiency, innovation, interconnection and information transparency including in education setting. Students are expected to demonstrate communication skills, the ability to learn independently, ethics and responsibility, teamwork and flexibility, thinking skills, knowledge management and digital skills [1].

The use of websites and other social media tools to accommodate digital skills has been a notion that many scholars have been working on. If we take a look at the perks that internet has, it is helpful to ease the language transfer in the class. Teachers can use it to deliver the materials by browsing materials on a giant data base called Google, sending assignment to students, announcing exams and quiz through website and communicating in a speed of light through WhatsApp, LINE, Instagram and any other social media platforms. Interactive learning materials are also provided by YouTube. Information reaches the address instantaneously.

To include technology in the classroom in order to improve the quality of learning, educators should have considered the following factors: (1) expanding kinds of software used for teaching and being able to experiment more with pedagogical tools, (2) inviting more teachers to be fully understood about technology in the classroom, and (3) making sure that students are familiar with the technology [2].

The use of social media networks is perceived to be beneficial among students. Social media can be a tool to communicate with their friends in a virtual device, to access unlimited information within seconds, to expose them with new learning strategies, and to set up a situated learning atmosphere. Through this communication type, interaction and collaboration are more intense to be happened in the class [3]. By this, learning is more students-centered because those students can figure out their interests and adjust them to classroom situations.

Apart from conventional teaching at which the teacher plays a dominant role, students-centered class offers more opportunities for students to experience the language on their own. Flexible schema that can be used for problem-based learning online are outlined as follows: (1) consider what it is you want students to learn, (2) decide how this learning will be assessed, (3) make a list of what you want them to learn, (4) break down your learning intentions into a list of capabilities, knowledges and understanding, (5) decide how you expect them to learn, (6) locate ways of enabling them to illustrate what they have learnt, this may be thought of in terms of assessemnt or in other ways, (7) provide learning intentions that allow students to show they are working towards a particular capability, even if they have not yet attained it, and (8) provide learning intentions that show how students may have moved beyond intentions specified [4].

In another hand, the ability to use English has been placed as a priority in today's era. To be able to speak English properly is an essential key for better access to more promising job and prestigious education institution. Language teaching methods

have evolved considerably resulting in communicative language teaching to be the most applicable method for teaching a language. As the name suggests, this method emphasizes on students' language products by providing more talkative communication to take place in the class.

In teaching the language, the teachers deal with four major language skills and some minor language skills such as vocabulary and pronunciation. Those language skills are suggested to be incorporated contextually and in orders. There is no longer one single skill to be magnified over the others. In fact, they work hand in hand. Teachers have also problems in executing the concept of communicative language teaching to classroom setting and in designing integrated-skill materials and activities. Authentic materials for teaching are limited in numbers in Indonesia allowing teachers to only use what they can access. Accessing those materials can be costly and schools might not be able to afford.

Within little experience to inject the concept of social media to English teaching and little knowledge of teaching English using communicative language teaching, English teachers might find incorporating both terms to classroom situation difficult and blurry. This paper describes principles of using social media that teacher can adapt to their classroom needs and outlines techniques they can apply to their own teaching practices.

II. LITERATURE REVIEW

A. *The Goal of Language Teaching*

The goal of language teaching today is to teach communicative competence. Communicative competence is described as learners' ability to be able to produce the language for different settings, for maintaining the communication, and for a range of different purpose. Those abilities are the answer to more students-centered class where there is a balance of fluency and accuracy based activities [5]. Having said this, communicative activities in the class should foster collaborative learning where exchanging information is possible.

To make this goal even more realistic, teachers need to pay more careful attention on students. Students need to use the language for living, for solving the problems in their lives. In this way, they need to practice negotiation of meaning in a higher number of times [6]. Communicative language teaching (CLT) facilitates learners to communicate genuinely, spontaneously, and meaningfully using authentic use of the language. Learners are encouraged to practice the language through some cooperative activities such as pair work activities, role plays, group work activities, and project work. [7].

B. *Pre-Task*

The goal of pre-task is to introduce the context to students, to create interest, to introduce key vocabulary, and to help build students' schema in relation to the topic [12]. First, teachers can show a video that is taken from YouTube and set up a discussion topic. Vocabulary and expressions can be learned from videos and explanation students get from the net. Playing with technology will always be helpful in this way as students understand where to go when they need to look for some inter-related information.

Teachers can also pick up the latest news from Line Today English to be discussed in the class and collect students' ideas about the topic. Every opinion should not be labeled as a right or wrong answer because the aim of the activity is to warm up students' comprehension.

To make it more students' centered class, teachers can pair up students and assign them to complete the task with supporting ideas gathered from websites. To make it more lively, teachers can use Twitter to post the news and collect students' responses. Each initiation can be followed by a response.

Besides, using mind-mapping application for teaching English is a good idea. This application is free and teachers can sum up every student's idea into the mind-mapping slide and categorize the opinions into some headings.

In this stage, teachers need to be aware of students' security. To deal with students' anxiety in the class, teachers can make the learning more enjoyable to students. Teaching English the way they learn their native language somewhat can help as students feel that learning a target language is the same like learning their language [8].

C. *Main Task*

Currently, the trend of classroom activities has been an integrated-skill-based classroom. By this, it means that English teachers must foster meaningful communication by designing and using information gap-activities and open-ended tasks. Also, authentic language has to be used and errors should be treated as something normal [9].

The primary goal of main task is for students to study and activate the language. Study activities are those where students study the language or information and how it is constructed [10]. Teachers can explain the language concepts by themselves or access some videos on YouTube. To get it more creative, posts on Instagram can be used to explain the language structures as nowadays, high school students are using Instagram to tell their activities and articulate ideas.

Activate activities involve more free and communicative activities. In designing these

activities, teachers can employ WhatsApp, LINE or email to practice real communication. Virtual chatting is happening and communicating through social media is such an inevitable trend nowadays. This chatting is authentic and natural as students are challenged to be able to maintain the interaction by producing a proper language. This activity is good also to stimulate students' problem solving skills. When they encounter problems, they practice meaning negotiation.

An example can be when students study about how to make an invitation, they can ask either the teacher wants to join them watch a movie. To get to know the movie that has been currently shown in the theater, they can browse it on the cinema websites, read the synopsis and review and make some recommendation if the movie is worth to watch.

Comprehension and production should be taught hand in hand. For teaching listening, [11] proposes an idea that listening activities in the class not only serve as language comprehension but also as language acquisition.

There are two appropriate strategies designed for listening as language acquisition namely noticing activities and restructuring activities. Noticing activities activate students language awareness by developing comprehension.

Another strategy, restructuring activities deal with productive use of the language, which students are directed to perform dialogues, role play, and response sentences. This activity can be executed by designing jigsaw activity where students should complete a puzzle. The puzzle misses some information and students should find it on the directed website. Then, they present their results in a group and other students can give some feedbacks. Teachers should bear in mind that speaking activities must meet the criteria of meaning-focused, student active participation, the existence of support and encouragement for students to perform at higher level [12].

While for reading and writing, teachers can introduce students to book leveling. This leveling helps them to measure their levels in reading and set their own reading goals in relation to the number of vocabulary they should master. Nowadays, there are many digital sources that teachers can access to promote reading habit. [13] proposes principles to teach writing which are portrayed into meaning-focused input, meaning-focused output, language-focused learning, and fluency development and those skills can be injected into writing an email.

D. Follow-up Task

This activity is primarily designed to elicit feedbacks, correct the error and get students to reflect on the tasks they have done. One good idea is to

embrace Instagram story feature at which teachers can open up question-and-answer session. Students then write down what they have learned best in the class and can privately write what areas of English they are good at and want to advance. Teachers can then know the percentage of students who understand the lesson.

III. CONCLUSION

Teaching English with technology is always potential. As the demand of virtual interaction and effective means of communication grows higher, teachers need to be able to adapt their teaching styles to this new trend in language teaching. Bringing the sense of technology and its mutual benefit that it has to offer to education will help teachers prepare their students to live in the future. Technology provides authentic materials of the language, real communication and problem solving, and in some cases can be time saving.

REFERENCES

- [1] J. Harmer, *How to Teach English: An introduction to practice of English language teaching*, Essex: Pearson, 1998.
- [2] B. Kumaravadivelu, *Understanding language teaching: From method to postmethod*, New Jersey: Lawrence Erlbaum Associates Publisher, 2008.
- [3] A. Bates, *Teaching in a digital age: guidelines for designing teaching and learning*, Contact North I Contact Research Associate, 2015.
- [4] M. Hanrahan, and D. Madsen, *Teaching, technology, textuality: approaches to new media*. New York: Palgrave Macmillan, 2006.
- [5] Vida, "The effect of social networks on education and academic learning: an interventional study," *Journal of Medical Education Summer*, 15 (3), 2016, pp.137-142
- [6] M. A. Savin-Baden, *Practical Guide to Problem-based Learning Online*, New York. Routledge, 2007.
- [7] J. Richards, *Communicative Language Teaching Today*, New York: CUP, 2006
- [8] S. Savignon, *Interpreting Communicative Language Teaching*. Yale. Yale University, 2006.
- [9] I. Nation, and J. Newton, *Teaching ESL/EFL listening and speaking*, New York: Routledge, 2009.
- [10] I. Nation, *Teaching ESL/EFL reading and writing*, New York: Routledge, 2009.
- [11] M.F. Patel, and P. M. Jain, *English language teaching (Methods, Tools & Techniques)*. Jaipur: Sunrise, 2006.
- [12] D. Nunan, *Practical English language teaching*, New York: McGraw-Hill, 2004.
- [13] D. Freeman, *Techniques and principles in language teaching (2nded.)*, Oxford: OUP, 2000