



USING SOCIAL MEDIA FOR ONLINE ENGLISH ASSIGNMENTS: PROBLEMS AND SOLUTIONS

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ABSTRACT

Social media are widely used in today's activities for all levels of humans. In students' daily activities, updating their status through social media is like a must. Thus, the writer wants to highlight her teaching activity to something that her students love doing in it. English and social media become her concern to write this paper. Therefore, the aim of this research is to find out the kind and examples of vocabulary learned and appropriate grammar that appear in the students' social media during this online learning era. She will also tell the steps, challenges and solutions based on her English teaching experience. The method is qualitative research, by finding, describing and analyzing the data in students' social media after online learning English. The data shows that many students apply correct grammar, but only a few students use vocabularies learned from online class to update their status in social media. Besides, the lecturer provides some suggestions to fix their errors in using the words in a sentence. This research is supported by other relevant studies about the advantage of social media in learning and it tries to contribute ideas toward different opinions from other researchers. The findings also more detailed on the use of correct English grammar and vocabulary in social media.

Keywords: English online assignment, social media, status update.

INTRODUCTION

It is undeniable that social media is widely used in everyday life for all ages. In the daily life of students, updating their status through social media is like a necessity (Lina 2020). Therefore, the writer intends to highlight teaching activities on something that students are fond of. English and social media are the writer's concern to challenge her English teaching skills in a different way. Learning activities include updating students' status on their favorite social media (Anwas et al., 2020), for example WhatsApp story, Instagram (Sesriyani & Sukmawati, 2019) story or feed, Facebook story or wall (Reinhardt, 2019; Slim & Hafedh, 2019) etc. Definitely, in updating the status, in addition to using English, they must use the vocabulary they have learned. Then, the lecturer will check it through the tag and screenshot feature. After that, sharing it in the learning group, the lecturer can already see the students' stories which are part of their daily assignment assessment (Indrawati, 2018).

Another activity that can be done is for the lecturer to upload pictures or videos in the learning group (Naserly, 2020; Surani & Chaerudin, 2019). This learning group is varied; it can be from social media such as Facebook, Instagram, Whatsapp or Eclass (the lecturer's campus online learning platform). From the posts in the learning group, students will comment in English properly and correctly (Lina, 2020). For example, an English class meeting is discussing expressions of sympathy (sympathy) and condolences (condolences), so students are asked to post comments related to sympathy and grief based on the pictures

/ videos that were uploaded earlier. Then, the teacher only needs to review the students' comment posts. Next, the lecturer showed all assessment activities from online learning through group discussion rooms on Eclass or other social media platforms to recap student participation points and assignments during online learning. Transparency in learning in my classroom is very important because students can find out where their learning progress is (Solikhah, 2017).

Meanwhile, Rao et al. (2019) states that to form students interested in learning vocabulary, students besides academics should be creative in employing a style of methods in learning and teaching; one of the methods that may be used is social media. Social media is a powerful input for students' activities, as a result of EFL students can notice it as a pleasurable and simple tool to learn new words. In the other context, (Alt, 2017) conducted research on student engagement on social media (Blaschke, 2014) and fear of missing out (FoMO) in diverse classrooms. This mixed methods study measures the relative impact of FoMO on students on social media engagement during lectures. The moderating effect of culture (minority vs non-minority students) on the relationship between psychological aspects and social media was also considered. Some of the explanations from the research results include: The teacher-centred teaching approach poses greater challenges for minority students as they tend to be language-impaired. Most of the minority students admitted that with social media, they could look for help from friends during college to catch up with them during class.

In an article entitled Higher education and the digital revolution: About MOOC, SPOC, social media and the Cookie Monster (Kaplan and Haenlein 2016), they provide a nuanced analysis of the online distance learning phenomenon. It proposes a suitable framework for encouraging student intrinsic motivation and for selecting successful online tutors. They also outline the benefits that institutions can achieve by offering online distance learning, and at the end of the study they find a special relationship between online distance learning and social media.

Additionally, using social media technologies to improve online learning (Friedman and Friedman 2013) is an article which discusses how the distance education model has evolved rapidly and is now coupled with modern pedagogy where communication, interaction, student engagement and active learning are essential. Social media technology includes a wide variety of web-based technologies such as blogs, wikis, online social networks, and virtual worlds. This article examines 5 characteristics of social media which can be summarized as follows: communication, collaboration, community, creativity, and convergence. They also suggest that educators who want to improve their values should embrace technology and the use of all kinds of tools to deliver knowledge to their students.

The other benefit of social media is delivered by Hrastinski and Aghaee (2012) in their article on how college students use social media to support their studies through exploratory interviews. Social media itself has created a lot of speculation among educators about how this media can be used to support learning. Their research contributes by critically exploring how college students perceive social media to support their studies, its benefits and perceived limitations compared to other tools. Although most of the respondents used social media frequently, only a few of them felt that they used the media to support their studies. Many of them mention e-mail and instant messaging, which are used among students to ask questions, coordinate group work and share files. Some of them mentioned using Wikipedia and YouTube to get the content and Facebook to initiate contact with course colleagues. Students admit social media as one of the three main things of educational experience, face-to-face meetings and using learning management systems, and are primarily used for short questions and answers, and for coordinating group work. In conclusion, they argue that teaching strategies play a key role in supporting students to use social media to coordinate, search information, and also to do collaborative learning, if it is appropriate.

Different opinions come from Mao (2014) highlights social media such as leisure and social connection are the most reasons for students to use social media, a lot of learning

through social media is not formal and socialized, students are lack a conceptual understanding of social media for learning, and the uses of social media in classroom at the present time is to focus on the usability level.

The use of social media in academic context has been studied by Flanigan and Babchuk (2015). They examined the widespread use of social media and its potential to hinder academic performance. The study also explores the impact of social media on the educational experience of students in the United States, both inside and outside the classroom. As a result, there are obstacles to academic success such as using social media during academic activities reduces achievement, takes a long time to complete assignments, and students become less aware of the information provided in class. In addition, it makes students less interested in the topic of lessons in class because they are tempted by other, more interesting activities on social media. The similar study is also done by Whelan, Islam, and Brooks (2020) who explain how excessive social media affects academic performance. Their study also found excessive use of social media among students hindered academic performance.

In conclusion, this research is conducted based on supports of the related studies such as from Rao (2019) who states that social media as a way to attract students' learning activities and to decrease fear of missing out (FoMO) in varied classrooms, Kaplan and Haenlein (2016) proposes social media which encourage student intrinsic motivation, Friedman and Friedman (2013) said that using social media technologies could improve online learning, a research by Hrastinski and Aghaee (2012) finds that social media helps college students support their studies.

On the other hand, this research tries to answer different opinions about the disadvantage of social media in learning from Mao (2014) who claims that students are lack a conceptual understanding of social media for learning. Then, Flanigan and Babchuk (2015) finds there are obstacles to academic success such as using social media during academic activities reduces achievement, takes a long time to complete assignments, and students become less aware of the information provided in class. Eventually, Whelan, Islam, and Brooks (2020) also explain excessive social media affects student academic performance.

Therefore, despite the advantages and disadvantages, social media can be used as an alternative to reduce student boredom in studying online, but surely with certain regulations. For instance, the topic discussed that day was talking about some vocabularies. In order to make students practice their ability to make English sentences using those vocabularies, the lecturer asked students to update their status in their favorite social media by using one or some of the vocabularies. To check it, the lecturer will be tagged by the students or they have to screenshot and send it in the online class group. Ultimately, seeing the importance of this research, new ideas that can contribute in the field, and supported by several previous similar studies, in addition to highlight the importance of social media in online learning English, more specifically, this study aims to find out the kinds and examples of vocabularies that has been learned in an online English class and the correct grammar that appears in the student's latest social media status activity. She will also tell the steps, challenges and solutions based on her experience of teaching English.

METHODS

This research design is qualitative descriptive. Sukmadinata (2011) suggests research qualitative descriptive is intended to describe existing phenomena, both natural and manipulated humans that focus more on the characteristics, quality, and relationship between activities. The use of qualitative descriptive research design in this study intended to describe and analyze the use of grammar and vocabulary that have been learned in updating student status on social media.

The data collection is through observation. According to Hasan (2002), observation is the selection, change, recording, and coding a series of behaviors and situations that regarded to organization, according to empirical goals. Observations in this study through social media used by students. This is conducted to find out the use of English grammar and vocabulary that they have learned in their status updates.

The research context in this research stems from problems in the assessment of English assignments in the researcher's class. Many mistakes are made by students, especially those who do not come from the English department. For example, there are errors in the use of grammar and vocabulary in writing sentences. For this reason, researchers are interested in studying more deeply the results of student work in making English sentences and examining errors that often occur. As a result, it will provide understanding to researchers to improve their teaching in terms of methods, techniques and teaching or assignments instructions.

This research was conducted at the writer's campus, namely IAIN Salatiga. The participants are twenty students from the Department of Da'wah Management (MD) and twenty students from Islamic Broadcasting Communication (KPI), Faculty of Da'wah who took English class 1 in the odd semester of 2020/2021. The source of the data is the results of their work individually uploaded on social media such as WhatsApp Story, Facebook or Instagram.

To collect the data, the author took and observed some research data randomly recorded in 2 class Facebook groups with the representatives of 1 class from each major. Furthermore, the data analysis procedure in this study was carried out at the time of data collection takes place and after completion of the data collection within a certain period. The process is as follows: (1) Data Reduction, is a synthetic thinking process that requires intelligence and the breadth and depth of insight. While reducing data means summarizing, and selecting the main thing, focusing on the things that are important to look for. In this case, the researcher summarizes the results of student work and then sorts them out according to what will be studied (in terms of grammar and vocabulary being studied). (2) Data Display, it can be done in brief descriptions, charts, relationships between categories, flowcharts and so on. The presentation of the data carried out by the author is the data obtained from the status of student updates related to the assignments given, and then presented in tabular form. (3) The conclusion/verification is that the initial conclusions are still temporary and will change if it is found strong evidence that supports the data collection stage. Additionally, the data is analyzed for the content whether it is in accordance with the instructions from the lecturer, namely in making the caption on the status updates must apply the appropriate grammar and at least 1 vocabulary that has been learned. Analysis of the data obtained, and then it is linked to the aim of research to gain understanding. After that, the research results were added with the steps, challenges, and solutions offered in teaching English through social media by Learning English Online.

FINDINGS AND DISCUSSION

The Instruction of Social Media Challenge as a Part of Online English Assignment

Before going into more detail into the research data in the form of status updates from students about their practice in making English sentences based on the word learned, the researcher will explain in advance about the instructions for the English assignment. The topic is taken from the English Handbook which is usually used in teaching Bahasa Inggris I in the campus. It happens in the second meeting. The social media challenge is based on point B; Collocations and Idioms: learn the meaning, pronounce, and use them in your own sentences. Therefore, to make it more different, not only make a sentence, the lecturer created a social media challenge. It is in line with what a previous study did (Rao, et. al., 2019) to study vocabulary, attractive activities should be taken. Firstly, the lecturer uploaded some slides of PowerPoint containing the instructions and the example in Facebook Group.

Secondly, she added some explanation in the wall group. She wrote “Social Media Challenge: Update Your Status, Remember! Use 1 of the 8 words (in sentence) below in your status. •Cope with; •Succeed in; •Look for; •Supposed to; •Leave something up to someone; •Rely on; •Hang out; •In touch. In detail, it can be seen from this picture below.

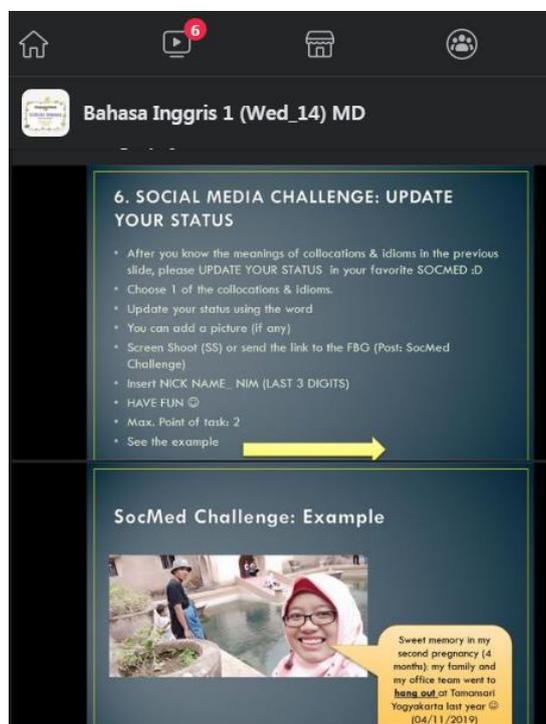


Figure 1. The Instructions and the Example of Social Media Challenge

The Students' Creativity to Submit an Online English Assignment in Social Media

After getting the instructions, the students tried to practice the word learned in a sentence. They update their status using English sentences in their favourite social media such as WhatsApp Story, Instagram and Facebook. They also tagged the lecturer's social media such as in Instagram and Facebook. However, in order to check their assignment, the lecturer asked them to take a screenshot of their status and upload it in Facebook Group Class under the instruction wall. There are 3 tables below, the first and the second table describes 4 selected MD and KPI students' status updates which are representative of the data classification. Each box contains 1 selected picture and it uses a code for example 12Z. It means that this picture is numbered 12, and Z means the first letter of the student's name. The other code such as CGCV means Correct Grammar Correct Vocabulary. If the students can apply correct grammar and use the correct vocabulary learned. IGCV means Incorrect Grammar Correct Vocabulary. If the students apply incorrect grammar, but still use the correct vocabulary learned. CGUV means Correct Grammar Unrelated Vocabulary. If the students can apply correct grammar, but they do not use the vocabulary learned. IGUV means Incorrect Grammar Unrelated Vocabulary. If the students neither apply correct grammar, nor use the correct vocabulary learned. Meanwhile, the third table shows the analysis of students' results in updating their status in English. There are 21 MD students and 22 KPI students.

Table 1: MD Students' Creativity to Submit an Online English Assignment in Social Media

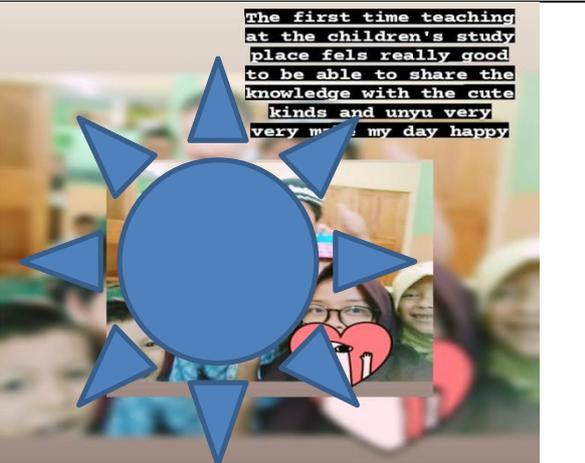
 <p>I am very happy to hang out with you</p>	 <p>The woman is hang out with her friends</p> <p>14 Oktober 2020 · 🌐</p> <p>The woman is hang out with her friends_yasmin_056</p> <p>1 Komentar</p> <p>Suka Komentari</p> <p>Marisa Fran Lina The woman hang out with her friends,, hilangkan is karena tidak sedang terjadi, dan itu terjadi pada waktu lampau</p> <p>Suka · Balas · 38 minggu</p>
<p>12Z (CGCV)</p>	<p>1Y (IGCV) with the lecturer's response</p>
 <p>The first time teaching at the children's study place fels really good to be able to share the knowledge with the cute kinds and unyu very very my day happy</p>	 <p>I want to be succes ful in the future</p>
<p>3F (CGUV)</p>	<p>11F (IGUV)</p>

Table 2: KPI Students' Creativity to Submit an Online English Assignment in Social Media

 <p>Never rely on money, because money is not everything</p>	 <p>This is a photo of me hang out with friends to the beach of Krakal, Jogja on September 20, because there is Covid, I comply with health protocols by wearing a mask</p>
<p>1I (CGCV)</p>	<p>2Y (CGCV)</p>

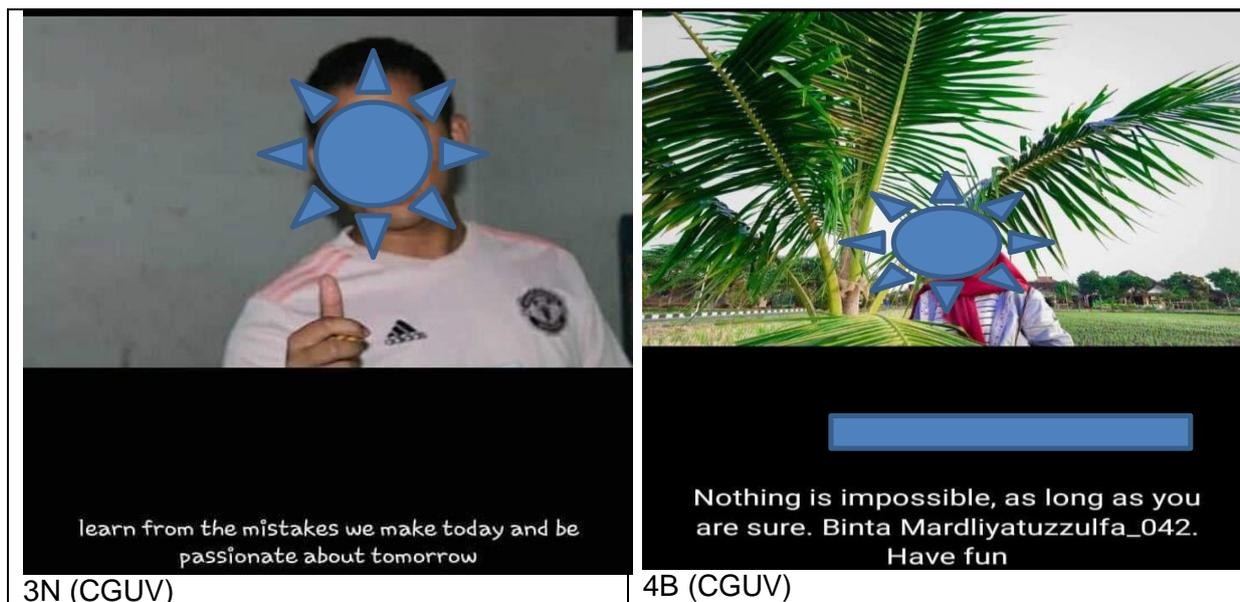


Table 3: The Analysis of Students' Creativity to Submit an Online English Assignment in Social Media

No.	CGCV		IGCV		CGUV		IGUV	
	MD	KPI	MD	KPI	MD	KPI	MD	KPI
1	2R	1I	1Y	-	3F	3N	11F	-
2	5K	2Y			4A	4B	12L	
3	6A	14D			7S	5A	17R	
4	12Z	16D			8D	6I	18R	
5		17R			9R	7N		
6					10A	8A		
7					13A	9R		
8					14L	10S		
9					15M	11R		
10					16I	12F		
11					19H	13M		
12					20Y	15T		
13						16A		
14						17H		
15						18R		
16						19F		
17						20N		

Note:
 CGCV: Correct Grammar Correct Vocabulary
 IGCV: Incorrect Grammar Correct Vocabulary
 CGUV: Correct Grammar Incorrect Vocabulary
 IGUV: Incorrect Grammar Unrelated Vocabulary
 MD: Manajemen Dakwah (Da'wah Management Department)
 KPI: Komunikasi Penyiaran Islam (Islamic Communication & Brodcasting Department)
 2R-18R: Coding to differentiate respondent's work

Based on table 3, it can be seen that MD students only practice the vocabulary that has been learned by 4 students (19%), compared to the KPI students of 5 students (19%). Furthermore, there is only 1 MD student who has correctly used the vocabulary, but it is still

not correct in terms of grammar. Meanwhile in KPI, there are no similar cases at all. The most cases are students who have correctly used English but did not use the vocabulary learned. In MD class, there are 12 students (57%) and in the KPI class there are 17 students (77%). Finally, for the case that is considered the lowest level of student understanding towards the instruction because it affects the use of inappropriate and irrelevant grammar and vocabulary, there are 4 cases in the MD class and none at all in the KPI class.

From these data, it shows that a few students apply the vocabulary learned from online classes to update their status on social media. However, most of them can apply correct English grammar in making the caption. Seeing the number of students who are able to use English grammar correctly, it can be concluded that the use of social media is very useful for them to see first how their friends do their assignments. This certainly agrees with Alt (2017) who conducted a study on student engagement on social media in diverse classrooms. Most students admit that with social media, they can look for help from other friends during college to catch up in class. On the other hand, there are obstacles regarding students' understanding of the instructions given. It supports Mao (2014) that in social media, students lack a conceptual understanding of social media for learning. It emphasizes too by Flanigan and Babchuk (2015); Whelan, Islam, and Brooks (2020) that the use of excessive social media and its potential to hinder academic performance, reduce achievement, take longer to complete assignments, and students become less aware of the information provided in class.

Problems and Solutions about English Online Assignment through Social Media

After all, the researcher tries to formulate problems or challenges faced during this activity of giving online English assignments via Social Media. Firstly, the writer found that only a few students apply some of the vocabularies such as hang out, succeed in, and rely on. Whereas, there are still the other 5 words left (Cope with; Look for; Supposed to; •Leave something up to someone; In touch) but the students did not use it. The lecturer actually wanted the students to freely select their favourite words without the lecturer having to force them, but the fact says that only 3 words out of 8 words are used. Consequently in the future, the lecturer will make some division of the vocabularies which must be used by the student individually, so all vocabularies learned will be applied. The other choice is making a group of students that had to make some sentences based on all of the vocabularies as the captions and insert some related pictures when updating status in social media. Only 1 student uploaded it, and then she will tag other group members and also the lecturer. Commonly, It was quite successful when it was applied in a few semesters before but in the offline class situation because they could discuss and coordinate freely one another in the group.

The finding is linked with this statement that the use of social media technology to improve online learning by Friedman and Friedman (2013). They discuss the distance education model in social media and raise 5 characteristics of social media: communication, collaboration, community, creativity, and convergence. Based on this previous study of 5 things related social media as a learning tool can be explained as follow: (1) communication, the lecturer will communicate to the students about the distribution of vocabularies evenly to all students, so they get a different vocabulary; (2) collaboration, the lecturer will ask the students to collaborate with the team members about the online English assignment, so they can complete each other; (3) community, the lecturer usually asks the students to make a group class via WhatsApp Group or Facebook Group. This community will help the students to manage their tasks; (4) creativity, the combination of picture and caption in updating the students' status produce creativity in making a sentence based on the picture, the vocabulary learned, and the correct grammar; (5) convergence, the use of social media as a place for submitting English online assignment must be focused to the topic learned. Thus, the lecturer should check and evaluate whether the students' tasks are on the right track or not. In addition, this finding also strengthens their arguments that educators should embrace technology and use all kinds of tools to convey knowledge to their students.

Second, the other problem came from the explanations related to online English assignments via Social Media. Even if the lecturer had explained the meanings of each vocabulary, translated it, and checked the students' understanding about it, still many students didn't understand perfectly. It can be inferred from the selected vocabularies which are used in their captions. Most of them only use the simple and familiar vocabularies such as succeed in, rely on and hang out. They did not try to challenge themselves to take on other vocabularies. Besides, some students misunderstood the difference between 'successful' and 'success'. They thought that those words were the same, so they used them in the caption. In this case, the lecturer provided some feedback at the comment box in the Facebook Group Class to correct their mistakes in arranging the vocabulary into a sentence. Indeed, many of the students are enthusiastic about the status update in the form of memorable photos of their past achievements in school, their vacation activities, photos with their friends, the beauty of nature, etc. Then they insert an English sentence caption with the vocabulary that has been learned. It can be said that it supports a research article from Kaplan and Haenlein (2016) which proposes a suitable framework for encouraging students' intrinsic motivation in online distance learning through social media. The motivation comes from today's students' joy, namely updating their status through their favourite social media which in this case helps them to learn English in one fun way.

Furthermore, considering the previous finding that more than 50 % of the students in the 2 classes did not use the vocabularies learned in their captions when updating their status in social media, the lecturer tries to evaluate the instructions. Actually, the lecturer had provided clear steps or instructions and simple examples to update their status in Social Media. She also highlighted the importance of using the vocabulary learned in the captions. However, many students did not pay attention to the instructions; they only focused on updating their status using good English without inserting the vocabulary learned. In the future, the lecturer will translate the instructions in Bahasa Indonesia and clarify the students' understanding. Then, she will also emphasize the significance of using the vocabulary learned which will become the highest score in assessment. Therefore, the writer agrees to Hrastinski and Aghaee (2012) who did research how students use social media to support learning. Although most of the respondents used social media frequently, only a few of them felt that they used the media to support their learning. Students use social media for educational experiences, face-to-face meetings and use of learning management systems, and mainly use short questions and answers, and to open group work. In conclusion, they argue that teaching strategies play a key role in supporting students to use social media to coordinate, search information, and also to carry out collaborative learning, if it is appropriate. Even though the use social media is valued less effective and efficient towards students' learning, irrefutably it gives students 'fresh air' and reduce their boredom in monotonous online learning by doing their hobby in updating their status in social media as they do in daily activities, but they are still able to learn English.

The last, compared to the initial writer's study (Lina, 2020) about the use of social media for learning English online, she applies the same social media challenge in this 'even' semester. She found progress here, such as giving the Indonesian translation in the terms of explanations about the vocabularies, the clearer and more detailed instructions, and the simple examples. The results are that most of the students can apply the vocabulary well, because the lecturer provided feedback in WhatsApp Group based on the students' screenshots of the status. It is easier to find the feedback rather than on Facebook or Instagram. However, the use of WhatsApp Group to save the students' screenshots consumes a lot of the cell phone memory and the data or media are deleted without exporting to another platform.

CONCLUSION

It can be summarized that this research achieves the aim namely to find out the kind and examples of vocabulary learned and appropriate grammar that appear in the students' social media during this online learning era. A few students can apply the vocabulary learned but most students can use correct grammar in updating their status. The problems described and the solutions offered according to the writer's teaching experience in online situations. She also explained the steps of handling students' online English assignment in Social Media.

Additionally, these findings supports other resesearches. For instance, Rao, et. Al. (2019) about studying vocabulary through attractive activities and it agrees to Friedman & Friedman (2013), Hrastinski & Aghaee (2012), and Kaplan & Haenlein (2016) that social media technology can support online learning and students' intrinsic motivation. Meanwhile, this research also has similar perspective to (Mao, 2014; Flanigan and Babchuk, 2015; Whelan, Islam, and Brooks, 2020) about the use of social media which sometimes will rather distract to achieve the learning goal. One of the important things is compared to the initial writer's study (Lina 2020) about the use of social media for learning English online, she found progress to be implemented for further teaching. In detail, it is suggested to give the Indonesian translation to explain the vocabularies and need clearer and more detailed instructions, and the simple examples.

The limitation in this research lies in the reseacrh process. One of them is from the research data collection techniques. Often, the sentences made by students do not match the instructions given, so it is difficult to sort out the data. To solve this problem, the researcher gives certain codes to the data source so that it is easier to present the data and analyze it.

Based on the conclusions described above, a recommendation is given for further researchers. When conducting the same type of research, pay attention to the source of the data. Thus, the difficulties during the data collection process will not occur anymore.

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