

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

**ADILUWIH**

**(A Thesis)**



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## **DECLARATION OF FREE PLAGIARISM**

With this declaration, I declare that all the parts that I have written in this thesis are my work and do not take the work of others or the ideas of others. This thesis has never been submitted for any other purpose to any degree.

I guarantee that all parts of this thesis are my efforts. All the help and resources provided and used in the preparation of this thesis have been mentioned.

Bandarlampung, 11 November 2023

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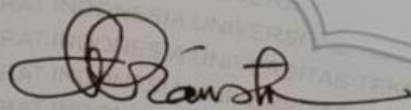
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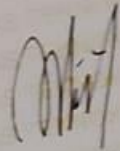
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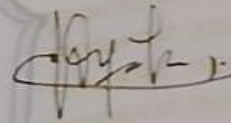
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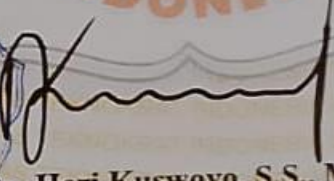
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**The writer,**

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## **DEDICATION**

*I dedicate my thesis to my family, my father Maryudi, my mother Ermiati, my sister Nabilah Dwi Artanri and my brother Hanif Abizard Akil. who always support and loving me have been the source of my enthusiasm in pursuing my educational process; without them I am nothing, my family is the reason I have to complete my education.*

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**MOTTO**

*A man must have high responsibility, finish everything have you started.*

*(Dracays)*

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

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.

This study offers important information for foreign language teachers, education administrators, policy makers, and directors of English programs, regardless of whether social media should be used for teaching and studying English as a foreign language. It is the responsibility of the instructor to design a creative teaching strategy that allows students to use social media to ask questions and share their thoughts. 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 and 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), Sloan and Quan-Haase point out that the term "social media" may be interpreted broadly to include online social networking sites (SNS), which provide forums for users to engage, collaborate, and exchange information. Facebook, Twitter, Pinterest, YouTube, Instagram, Myspace, and Friendster are a few of the well-known social networking platforms. 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 phenomena 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). 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. 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.

## **1.2 Research Questions**

Based on the explanation above, the researcher formulates the research questions as follows:

1. What are the roles of using social media in English language teaching?
2. What obstacle are faced by teachers in using social media in English class?

## **1.3 Research Objectives**

This research was conducted to find out these following objectives:

1. To explore the roles of using social media in English language teaching.
2. To identify obstacle are faced by teachers in using social media in English class.

## **1.4 Uses of the Study**

This study aims to help teachers in schools to explore and find out how teachers develop material through social media platforms. so that teachers can choose the right teaching strategies and activities in teaching.

#### **1.4.1 Theoretically**

This research expected to help teacher at school find out how teachers motivated and develop material through social media platform. The findings obtained from this research are useful to provide information to everyone in this modern era to know about the role social media in education.

#### **1.4.2 Practically**

The result of this research can be used by teachers to design an innovative learning or take advantage of social media as a learning media. Teacher can use online learning platform such as Facebook, Instagram, Tiktok, Youtube, Etc, to motivate their student and developing material. This research practically bring benefit for:

a. The Teachers

Teachers may use this as a reference to gain a greater understanding of the significance of their social media teaching and learning strategies. Teachers may use it as inspiration to develop new teaching strategies by incorporating social media into their classrooms.

b. The Future Researchers

To enable future researchers to increase the insight into roles of using social media. As the references to research on the theme of obstacle in using social media to develop their research.

#### **1.5 Scope of the Study**

This research is focus on the use of social media in teaching English. The samples used in this study are English teachers from SMAN 1 Adiluwih. This research starts

from June 2023 until finish. The topic examined in this study is the roles of social media used by teachers in teaching English at SMAN 1 Adiluwih. The data collection was carried out by interviews and distributed questionnaires and finding the required information from other sources.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Previous Studies**

To conduct this research the authors have studied and read several studies that have been conducted by other researchers previously. Previous studies that have been read and studied by the author are studies that are relevant to what the previous researcher wanted to do.

The first study “Exploring the role of social media in collaborative learning the new domain of learning” Ansari and Khan (2020) looked at how social media is used in higher education for academic communication as well as material distribution in collaborative learning. For this investigation, the researchers employed seven online questionnaires in addition to offline methods of data collection. Because social media allows students to share ideas with one other and with teachers, the study's findings suggest that using social media in collaborative learning might enhance student-teacher engagement and foster more understanding.

The second article entitled " Using social media technologies to enhance online learning” Friedman and Friedman (2013) explored the ways in which social media may be used to enhance and facilitate online learning. A review of the literature or some research findings that are pertinent to the issue or subject addressed in the study was the strategy utilized to gather data for this investigation. The results obtained by researchers in this study are an explanation of the characteristics of



social media in online learning and also changes in the learning system (education field).

The third article entitled "Instructional Strategies for Online Teaching in COVID-19 Pandemic" this research was written and researched by Mahmood, (2020). The purpose of this study is that this instructional strategy can assist in implementing online teaching in higher education. The study suggests that the Higher Education Commission cooperate with the telecommunications industry. This helped in solving Internet related problems.

The fourth article is "Albiladi (2020). "The Use of Social Media in English Teaching and Learning: Exploring the Perceptions and Experiences of English as a Foreign Language Instructors". University of Arkansas. The use of social media in education is getting more and more attention. Social media platforms are useful teaching and learning aids, according to research. The aim of this study was to investigate how foreign language instructors used social media to teach and learn English. Design of Research: The study employed a qualitative research methodology to gather and examine the data. A survey and in-depth interviews with foreign language instructors were used to gather data. Among them were thirty-five English professors. After the data was analyzed, five distinct themes emerged that were connected to teachers' experiences using social media in English teaching and learning. These topics included the goals of utilizing social media, social media as a tool, perceived advantages, and the obstacles of social media usage.

According to the researcher, based on several previous studies, it can be concluded that there are many similarities between previous research and current research or research that the researcher wants to do in this study. The entire explanation of the various types of previous studies that discuss the use of social media to increase student motivation. The five studies as a whole focus on examining the use of social media in online learning, and there are also several studies that examine the role of social media as Teaching learning media and the obstacle faced by teachers. This is the motivating factor why the research entitled "Exploring the Roles of Social Media Used by Teachers in Teaching English at SMAN 1 Adiluwih" was carried out. the role of social media as a Teaching learning media, especially English subjects, not only discusses the role of social media in learning English, but also discusses the obstacle faced by teachers in using social media in English class. the results of this study are also useful for inspiring teaching staff to create more learning activities. Therefore, this research is certainly different from research that has been done by previous researchers.

## **2.2 Theoretical Framework**

In this section, the researcher presents some theoretical frameworks related to the variables of this research. The following are some terms used in this research:

### **2.2.1 Concept of Teaching Media**

The teacher has a reason for using the media when they use it for instruction. The ability to properly communicate the subject matter makes successful learning one of the functions of media. Additional uses include help students concentrate on the

learning that is underway, improve the classroom environment, and develop the mentality needed to encourage active question-asking in class. To effectively impart the content, the instructor must be aware of the purposes and advantages of the media before employing it. According to Widayanto (2015) there are two functions of learning media that teachers need to know, namely:

#### 1. Media as a Learning Tool

Learning material that delivered has its own level of difficulty. In this case, there are also some learning materials that do not require learning aids or media. Learning materials that experience difficulties not be easily understood by students. Teachers must use tools, namely learning media that are appropriate to the material to be delivered with the aim of facilitating the learning process. Media has a function that helps in achieving learning objectives. Media can help in improving the quality of learning. So that learning activities better using media than not using learning media.

#### 2. Media as a Learning Resource

Media also functions as a tool that is a source of acquiring knowledge. In addition, learning media which are categorized as learning resources can help teachers to more easily understand the material.

### **2.2.2 The Concept of Social Media in Learning English**

People can communicate with one other online through social media such as Facebook, WhatsApp, and Instagram, Tiktok and others, which is a platform for

socializing. According to Obar and Wildman (2015), social media is described as media that supports or facilitates the development of online social networks by connecting one individual identity (profiles) to another. Salmon et al (2015) described the definition of social media as social tools and a digital environment that is outside the provision of a formal learning management system in a university. Social media is a tool that allows a person to socially interact, communicate and collaborate, and share with other people, besides that users can easily participate in it, share and create messages (Nurrizka, 2016). Social media has enormous traction globally. Social media is an online medium where users can easily interact. Social media invites anyone who is interested to participate by contributing in a fast and unlimited time. Social media put forward by several researchers, we can define that social media is a medium used to communicate or socialize through online. Then, in another study, Devi at al (2019) explained that social media also creates a forum to develop the learning process in the world of education. This shows that social media is not only plays a role as a medium to socialize with each other through online, but can also be a medium to provide material or become a learning medium other than presenting information like books.

### **2.2.3 The Roles of Social Media in Teaching English**

One of the most widely used forms of media in recent years, social media has seen a considerable increase in demand and has come to play a big role in politics, the economy, and society. Globally, young people are using digital websites and applications and technology more often. Consequently, it is imperative that educators comprehend the significance of utilizing these digital programs as

pedagogical and educational instruments (Nomass, 2013). There has been a lot of study recently on the use of social media in the classroom, and it seems that these digital tools are the answer to the problems with traditional teaching and learning methods. Experts in the field of education show that social media adds a lot to the field of education, through participation and interaction in the educational process; Finally, it helps increase the desire for education. A subcategory of social media that extends beyond social communication is social engagement (Rathore & Jain, 2019). Research indicates that using these kinds of websites during the educational process raises students' social development. Social media is one of the most widely used means of communication between humans today (Oyza & Edwin, 2015). In addition to providing immediate educational benefits, social media helps students develop a wealth of experience and social skills. Teachers can also encourage other students in a class or specialization to add comments to their peers, thereby increasing dialogue, writing, and exchange of knowledge among all students (South et al., 2017).

#### **2.2.4 The Advantages of Social Media in Teaching English**

Social media has helped solve some of these problems, by adding an interactive side with students, and making student participation in the educational process leading to an increase in their interest in explaining the reasons behind educational interest in social media (Raut & Patil, 2016). Today, social media has other uses. Social media is no longer only useful as an online platform for socializing with each other in cyberspace, but also in the field of education, especially in the online learning process. Social media has been used by several teachers to carry out

learning activities in this modern era. According to Balakrishnan & Gan (2016) explained that the big fame and abilities of social media can enhance and encourage learning to form virtual study groups, support opinions during discussions, and introduce active interactions between students and teachers / lecturers to accommodate and encourage learning.

Higher education classes are using social media more frequently as a result of facilities in schools utilizing a range of software tools and free online applications to improve learning, communication, and participation. Furthermore, social media-based learning platforms provide students more influence over their education than traditional learning management systems, which offer limited chances for students to create and manage their own learning activities (Adeyinka, 2015). According to latest studies, a specific group that received lessons, commitment, and inspiration through a social media website performed better on an English proficiency test than the group that received training on a face-to-face basis (Wamba, 2016). Shazali, 11 Shamsudin, & Yunus (2019) explained that the development of students' writing skills in terms of learning motivation and knowledge of new vocabulary facilitated on Instagram. Another research, Kartikawati & Pratama (2017) stated that higher order thinking skills can be trained using WhatsApp. From some of the research that has been explained, we can see that social media plays an important advantage in teaching learning English.

## **CHAPTER THREE**

### **METHOD OF RESEARCH**

#### **3.1 Research Design**

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 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 researcher in this consideration uses a subjective strategy in accordance with the objectives to be studied.

#### **3.2 Data and Data Sources**

The subjects of this study are the teachers at SMAN 1 Adiluwih, Interviews and questionnaire were 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.

### **3.3 Data Collecting Techniques**

The data collection technique is a technique that researcher use as a data collection tool in this study. Data collection techniques include interviews, observations (direct and participant), and questionnaires, (Yin, 2014). However, in this study, researcher only use two techniques in the data collecting technique. Here are two techniques for collecting the data:

#### **3.3.1 Questionnaire**

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, (2020). The questionnaire was carried out by providing a google form link with close ended question, there are four aspect 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.

#### **3.3.2 Interview**

The interview is a question and answer activity that is carried out orally to get the answers or information needed. In an interview two main components that are most important, namely the interviewer, the person who asks the question, and the answerer, the person who provides the answer or information asked by the



interviewer. The interview was distributed in the form consisting of 6 open ended questions that is adapted by Albiladi, (2020). The function of this technique is to gathered the data according to the teachers. The interview employed two teachers to measuring this technique.

### **3.4 Data Analyzing Techniques**

In this research, qualitative data was employed. Data collection, data reduction, data display, drawing, and drawing conclusions are the four concurrent procedures for gathering qualitative data.

1. All data were submitted in accordance with the data collection procedure during the first phase, which involved data collection. It served as the starting point for the next stage of analysis.
2. 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.
3. The third-phase data display is used continuously In order to facilitate conclusions, The researcher was classify and summarize the data. Then state the stage the analysis is at.
4. 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.

## **CHAPTER FOUR**

### **FINDINGS AND DISCUSSION**

#### **4.1 Findings**

In this chapter, the researcher presents the finding which has been presented according to the research questions; (1) What roles of using social media in Teaching English at SMAN 1 Adiluwih, and (2) What teachers' obstacles in utilizing social media in teaching English at SMAN 1 Adiluwih.

##### **4.1.1 Research Procedure**

The current study was completed using the procedures listed below. The qualitative descriptive method was used in this research. The research was carried out on September 3 2023 at SMAN 1 Adiluwih in the form of a close ended questionnaire and open-ended interview. The participants in this research were two English teachers at SMAN 1 Adiluwih, then the questionnaire was given to the two teachers using a Google form sent via WhatsApp to get the results and the researcher used Likert scale choice questions. The purpose of this questionnaire is to see the role of social media as a learning media. Next, the researcher conducted interviews with the teachers one by one and face to face, the researcher conducted an open-ended interview directly by reading the questions written on paper and the teacher answered directly the questions from the researcher.

#### 4.1.2 The Roles of Using Social Media

The researcher presents the result of the questionnaire about roles of using social media in English classes. In getting the result, the researcher used google Forms in the form of a Likert scale for teachers. This research was conducted for two weeks at SMAN 1 Adiluwih, and the data was obtained from two English teachers in this school. The questionnaire consists of 16 statements questions adopted from Albiladi. (2020). and the respondents are free to answer strongly agree for (4), agree for (3), disagree for (2), and strongly disagree for (1) which was given to explore what are teachers' competencies in using digital media in the teaching process at SMAN 1 Adiluwih.

By sending out the link to a private WhatsApp discussion between the instructors, the researcher invited the two English teachers at this school to complete the questionnaire. The percentage results of the first section of the questionnaire on the functions of social media use in English classrooms are as follows:

Table 4.1 Roles of using social media in English classes.

No	Statements	1	2	3	4
1	Using social media in classes help to improve students' ability in reading, writing, and speaking.	0%	0%	50%	50%
2	Using social media in classes increase 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 encourages 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-test 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 based on the highest percentage to the lowest percentage. Seven statements gained 100% agree, seven statements gained 50% agree and six statement gained 50% for strongly agree, one statements 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, even though 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 statement 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.

In conclusion, the researcher 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.

#### **4.1.3 Teachers' Obstacles in Using Social Media**

In order to verify the information gathered, the researcher spoke with the two English instructors at SMAN 1 Adiluwih in an interview on the challenges they had while implementing digital media in the classroom. Albiladi (2020) adopted six

questions. The following were the findings from the portions of the questionnaire and interview that dealt with the challenges associated with utilizing social media to teach English. Here is how the outcome is displayed:

**Table 4.2 Obstacle of using social media in English classes**

No	Statements	1	2	3	4
12	There is a lot of accessibility to social networking sites in my school.	50%	50%	0%	0%
13	There is lack of time to prepare materials based on social media.	0%	0%	100%	0%
14	There is lack of technical support that helps me use social media	0%	0%	50%	50%
15	Students' pay less attention when social media are used in teaching	0%	0%	100%	0%
16	There is too much course materials to cover make room for social media use	0%	0%	50%	50%

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. And then, the next statement was statement number thirteen both teachers agree that There is lack of time to prepare materials based on social media. The next is statement number fifteen in which both teachers agree that Students' pay less attention when social media are used in teaching.

The next statement that got 50% agree, and 50% strongly agree is number fourteen. It can be concluded, both of teachers agree that There is lack of technical support that helps to use social media. The last statemen that gained 50% agree, and 50% strongly agree is number sixteen. The teachers agree that There is too much course



materials to cover make room for social media. Afterward, statement number twelve got 50% to disagree and 50% strongly disagree. This result showed that both teachers have different answers. Nevertheless, it can be said that both teachers disagree with statement number twelve.

The following were the result of the interview sections regarding the social media that the teachers have used for teaching their students.

*Q1 : Do you have enough resources (e.g. Technological devices, equipment) that enable you to use social media? Explain*

*T1 : Yes, I have technological devices such as a smartphone and laptop to help me access various social media platforms.*

*T2 : I have technology that makes it possible to use social media because in this era the use of social media is very influential in everything including using social media for English classes.*

From the excerpt above, it can be seen that the technological device support teaching using social media. Such as the use of infocus in the classroom to use laptop, and also smartphone. this school provides wi-fi to be used by the teachers so that it can be utilized to support creative teaching.

*Q2 : What are some challenges that face you when you use social media in English classes?*

*T1 : yes, my lack of control over students in accessing social media. There are also students who have not been able to use it properly.*

*T2 : The challenge that is often encountered is teaching students how to use English social media as a learning resource.*

from the excerpt above, it can be concluded there are some challenges face by teacher when students access social media too much and also some students who are not able to use social media well as a learning medium in the classroom.

*Q3 : What types of training have you received to prepare you to use this technology? Is it enough? Do you feel confident?*

*T1 : There is a lot of training that teachers can access now, such as independent teaching platform, technical guidance, digital-based literacy seminars, and many more.*

*T2 : The type of training I have received is training at seminars and English language training*

From the excerpt above, it can be seen that there are some types of training have received to prepare to use social media technology Some of the training received by teachers includes digital literacy seminars, independent teaching platforms and also language seminars that utilize social media. Some of these seminars can improve teachers' abilities to implement social media as a learning media.

*Q4 : What do you think of using social media platforms as teaching tools?*

*T1 : Using social media can make the learning process easier. Through social media, students can actively be more creative and independent so that the quality of lessons can increase both in terms of knowledge and quality.*

*T2 : I think the use of social media platforms is very useful for learning English because a lot of material can be accessed via social media.*

From the excerpt above, it can be concluded that using social media as teaching tools can make learning process more effective, some students also became more active than usual. Using social media can also improve the quality of learning, add new knowledge and more material that can be accessed through social media.

*Q5 : How often do you incorporate social media into your teaching practices?*

*T1 : I have often involved with social media,*

*T2 : I often use social media to teach English, you could say very often to look for additional material so that the material can be conveyed well to students.*

From the excerpt above, it can be concluded that Teachers have used social media several times as a learning tool for their students. Teachers also feel that using social media has an impact on learning, such as students communicating and discussing more often and using it to convey additional assignments.

*Q6 : What types of social media websites and application do you prefer to use? Why?*

*T1 : Social media applications that I have involved in learning are WhatsApp, which is quite effective for conducting discussions and communicating with students, TikTok and instagram for uploading individual or group assignments related to learning, YouTube is also quite effective for displaying videos that support learning material.*

*T2 : The type of application that I like is Google because there are many learning resources and teaching materials that can be accessed through it.*

From the excerpt above, it can be concluded that there are some social media used by teacher Some of them are TikTok and Instagram as media for submitting individual assignments, WhatsApp as a medium for discussion and communication, Google as a medium for searching for information, and YouTube as a learning platform that displays learning clearly through visual displays.

## **4.2 Discussion**

In this section, the researcher discussed the issue from the data found in the research finding. It described the result of this research based on the research questions in chapter one. Based on the research findings in the previous section, the researcher highlights two points that would be discussed in this section; (1) What roles of using social media media at SMAN 1 Adiluwih, and (2) What teachers' obstacles in utilizing social media at SMAN 1 Adiluwih.

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 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. Then the answer from interview number four show that “using social media can make the learning process easier, student can actively be more creative and independent so the quality of lesson can increase in terms of knowledge and quality”. From the questionnaire and interview above it can be conclude; (R1) Social media can develop students' reading, listening, writing, grammar, vocabulary and speaking skills and student can actively be more creative and independent so the quality of lesson can increase in terms of knowledge and quality. Shamsudin, & Yunus (2019) explained that the development of students' writing skills in terms of learning motivation and knowledge of new vocabulary facilitated on Instagram.

Seeing 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 eleven and statement number seven (Q7). This statement shows that social media provides information and makes the teaching and learning process more effective. This

statement in line with Blaschke, (2014) These interactive applications provide language learners with vast resources of authentic materials that encourage independent learning. Social media makes the teaching and learning process more effective, which was also discussed by Seaman & Tinti-Kane, (2013) Social media can be an effective tool for English teaching and learning in all educational stages including elementary, secondary and even higher education.

“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) and statement number four (Q4). From the statement number two and four explains that (R3) using social media increases interest in English language and social media can encourage students' participation and collaboration. According to studies from 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. According to Balakrishnan & Gan (2016) explained that the big fame and abilities of social media can enhance and encourage learning to form virtual study groups, support opinions during discussions, and introduce active interactions between students and teachers / lecturers to accommodate and encourage learning. They can also listen tremendous millions of instructive audio files, practice various language skills, and complete a range of language activities.

The next statement and interview result that researcher found in roles of social media in teaching and learning English are statement number nine (Q9), interview result number five and six. From the finding results researcher conclude that social media make teacher more productive in communicate with student and giving additional material using social media. The last statement is statement number six (Q6) and statement number four (Q4), it can be seen from the findings both of teacher agree that social media help to create teaching materials and giving pre-test and post-test trough social media. Kartikawati & Pratama (2017) stated that higher order thinking skills can be trained using WhatsApp. From some of the research that has been explained, we can see that social media plays an important role in online learning.

Social media has been implemented in SMAN 1 Adiluwih, while there are still challenges. In this section, researchers discuss the obstacles faced by teachers during the use of social media by teachers, especially in grades ten and eleven of high school. Researchers conducted interviews to gather more details on the issues at hand in order to respond to the second study question. Researchers can draw various conclusions from the interviews done for this study, according to the research results. These conclusions are based on the interviews conducted. According to the researcher's explanation of the questionnaire and interview data, some of the obstacle faced by teachers. In carrying out teaching using social media, teachers have prepared everything necessary including several obstacles that must be faced by teachers, in this session the researcher explain several obstacles that have been discussed in the interviews that have been conducted. And then, the

statement number thirteen both teachers agree that There is lack of time to prepare materials based on social media. The statement number fifteen in which both teachers agree that Students' pay less attention when social media are used in teaching.

The statement number fourteen that got 50% agree, and 50% strongly agree is. It concluded that both teachers agree that There is lack of technical support that helps to use social media. The statement number sixteen that gained 50% agree, and 50% strongly agree There is too much course materials to cover make room for social media. Statement number twelve got 50% to disagree and 50% strongly disagree. This result showed that both teachers have different answers. Nevertheless, it can be said that both teachers disagree with statement number twelve. Several researchers also pointed out several obstacles, According Akbaris (2015), "the primary barrier to learning English is the absence of a setting that fosters familiarity with the target language." Stated differently, English has no active function outside of the classroom.

Therefore, in this section researcher found some obstacles faced by teacher in using social media. The first statement is statement number 13 and statement number 16 explain that there is lack of time to prepare material from social media and too much course material to cover make room for social media. secondly from interview result number two, teachers faced several challenges when students used social media excessively. The third obstacle can be seen from statement number fifteen and interview result number two state that there were several students who could



not use social media fluently and pay less attention when social media are used in teaching. This result in line with Mudra, (2020) The different comprehensive levels among students can be obstacles for teachers to get in touch with their students. In conclusion, confront the digital generation which has always had a strong social media presence. It is desired that there was training about the use of social media in the field of education especially teachers.

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## APPENDICES

### Appendix 1 Questionnaire Results

#### Exploring the Roles of Social Media Used by Teachers in Teaching English at SMAN 1 Adiluwih

In obtaining the data regarding the thesis entitled Exploring the Roles of Social Media Used by Teachers in Teaching English at SMAN 1 Adiluwih, the researcher would ask your willingness to fill out the questionnaire below.

Questionnaire Roles of social media in teaching

*Albiladi, (2020)*

No	Statements	1	2	3	4
1	Using social media in classes help to improve students' ability in reading, writing, and speaking.	0%	0%	50%	50%
2	Using social media in classes increase 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 encourages 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-test or post-test through social media	0%	0%	50%	50%
7	I get most of the information from the	0%	0%	50%	50%

	Social media				
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%
12	There is a lot of accessibility to social networking sites in my school.	50%	50%	0%	0%
13	There is lack of time to prepare materials based on social media.	0%	0%	100%	0%
14	There is lack of technical support that helps me use social media	0%	0%	50%	50%
15	Students' pay less attention when social media are used in teaching	0%	0%	100%	0%
16	There is too much course materials to cover make room for social media use	0%	0%	50%	50%



## Appendix 2 Interview Questions

### Interview Questions

**Research title: Exploring the Roles of Social Media Used by Teachers in Teaching English at SMAN 1 Adiluwih.**

*Albiladi, (2020).*

No	Question
1	Do you have enough resources (e.g. Technological devices, equipment) that enable you to use social media? Explain
2	What are some challenges that face you when you use social media in English classes?
3	What types of training have you received to prepare you to use this technology? Is it enough? Do you feel confident?
4	What do you think of using social media platforms as teaching tools?
5	How often do you incorporate social media into your teaching practices?
6	What types of social media websites and application do you prefer to use? Why?

### **Appendix 3 Interview Transcript**

**Teachers' Name** : Fita sari

**Teaching Experience:** 12 years

**Researcher** : Do you have enough resources (e.g. Technological devices, equipment) that enable you to use social media? Explain

**Teachers** : 1. Yes, I have technological devices such as a smartphone and laptop to help me access various social media platforms.

**Researcher** : What are some challenges that face you when you use social media in English classes?

**Teachers** : yes, my lack of control over students in accessing social media. There are also students who have not been able to use it properly.

**Researcher** : What types of training have you received to prepare you to use this technology? Is it enough? Do you feel confident?

**Teachers** : There is a lot of training that teachers can access now, such as independent training on the independent teaching platform, technical guidance, digital-based literacy seminars, and many more.

**Researcher** : What do you think of using social media platforms as teaching tools?

**Teachers** : Using social media can make the learning process easier. Through social media, students can actively be more creative and independent so that the quality.

**Researcher** : How often do you incorporate social media into your teaching practices?

**Teachers** : I have often involved social.

**Researcher** : What types of social media websites and application do you prefer to use? Why?

**Teachers** : Social media applications that I have involved in learning are WhatsApp, which is quite effective for conducting discussions and communicating with students, TikTok, for uploading individual or group assignments related to learning, YouTube is also quite effective for displaying videos that support learning material.

#### **Appendix 4 Interview Transcript**

**Teachers' Name : Sumiyati**

**Teaching Experience: 7 years**

**Researcher** : Do you have enough resources (e.g. Technological devices, equipment) that enable you to use social media? Explain

**Teachers** : I have technology that makes it possible to use social media because in this era the use of social media is very influential in everything including using social media for English classes.

**Researcher** : What are some challenges that face you when you use social media in English classes?

**Teachers** : The challenge that is often encountered is teaching students how to use English social media as a learning resource.

**Researcher** : What types of training have you received to prepare you to use this technology? Is it enough? Do you feel confident?

**Teachers** : The type of training I have received is training at seminars and English language training.

**Researcher** : What do you think of using social media platforms as teaching tools?

**Teachers** : I think the use of social media platforms is very useful for learning English because a lot of material can be accessed via social media.

**Researcher** : How often do you incorporate social media into your teaching practices?

**Teachers** : I often use social media to teach English, you could say very often to look for additional material so that the material can be conveyed well to students.

**Researcher** : What types of social media websites and application do you prefer to use? Why?

**Teachers** : The type of application that I like is Google because there are many learning resources and teaching materials that can be accessed through it.

## Appendix 5 Interview Documentation



## Appendix 6 Research Letter



# UNIVERSITAS TEKNOKRAT INDONESIA

## FAKULTAS SASTRA DAN ILMU PENDIDIKAN

Nomor : 046/UTI/FSIP-S1.PBI/B.712/IX/2023  
Perihal : Permohonan Izin Penelitian

18 September 2023

Yth.  
**Bapak Hanriadi, M.Pd.**  
**Kepala SMAN 1 Adiluwih**  
Jalan Parahyangan Desa Srikaton  
Kec. Adiluwih

Dengan hormat,

Berdasarkan SK Dekan Nomor: 015/FSIP-S1.PBI/B.64.1/I/2023 tentang Penulisan Proposal dan Skripsi Mahasiswa S1 Pendidikan Bahasa Inggris, dengan ini kami mohon kesediaan Bapak memperkenankan mahasiswa kami melakukan penelitian di SMAN 1 Adiluwih.

Adapun mahasiswa kami yang melakukan penelitian adalah:

nama : Candra Wahyudi  
NPM : 18113041  
judul penelitian : *Exploring The Roles of Social Media Used by Teachers in Teaching English at SMAN 1 Adiluwih*  
dosen pembimbing : Mutiara Ayu, S.Pd., M.Pd.

Demikian permohonan ini, atas izin yang diberikan kami sampaikan terima kasih.

Hormat kami,  
Dekan, *Cy*



*Dr. Heri Kuswoyo, S.S., M.Hum.*

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### FAKULTAS SASTRA DAN ILMU PENDIDIKAN

SASTRA INGGRIS (S1), PENDIDIKAN MATEMATIKA (S1), PENDIDIKAN OLAH RAGA (S1), PENDIDIKAN BAHASA INGGRIS (S1)  
JL. H. Zainal Abidin Pagaralam 9-11 Labuhanratu, Bandar Lampung. Telp. (0721) 784945, Website: [www.teknokrat.ac.id](http://www.teknokrat.ac.id), E-mail: [info@teknokrat.ac.id](mailto:info@teknokrat.ac.id)

## Appendix 6 Research Letter



# UNIVERSITAS TEKNOKRAT INDONESIA

## FAKULTAS SASTRA DAN ILMU PENDIDIKAN

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Perihal : Permohonan Izin Penelitian

18 September 2023

Yth.  
**Bapak Hanriadi, M.Pd.**  
**Kepala SMAN 1 Adiluwih**  
Jalan Parahyangan Desa Srikaton  
Kec. Adiluwih

Dengan hormat,

Berdasarkan SK Dekan Nomor: 015/FSIP-S1.PBI/B.64.1/I/2023 tentang Penulisan Proposal dan Skripsi Mahasiswa S1 Pendidikan Bahasa Inggris, dengan ini kami mohon kesediaan Bapak memperkenankan mahasiswa kami melakukan penelitian di SMAN 1 Adiluwih.

Adapun mahasiswa kami yang melakukan penelitian adalah:

nama : Candra Wahyudi  
NPM : 18113041  
judul penelitian : *Exploring The Roles of Social Media Used by Teachers in Teaching English at SMAN 1 Adiluwih*  
dosen pembimbing : Mutiara Ayu, S.Pd., M.Pd.

Demikian permohonan ini, atas izin yang diberikan kami sampaikan terima kasih.

Hormat kami,  
Dekan. *Cy*



Dr. Heri Kuswoyo, S.S., M.Hum.

Narahubung :

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### FAKULTAS SASTRA DAN ILMU PENDIDIKAN

SASTRA INGGRIS (S1), PENDIDIKAN MATEMATIKA (S1), PENDIDIKAN OLARHAGA (S1), PENDIDIKAN BAHASA INGGRIS (S1)  
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