Students' Voices of the Use of Facebook and Instagram in Teaching English in the University Context

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Abstract
Today the world of social media has immersed in the world of education and influencing the world of the students' activities. It is inevitable that students in many levels of education have been using social media in their life either as students or as interactants in the certain community. Therefore, it is interesting to see the existence of social media among the students. In this study, the researchers highlight the use of social media among the students in the university. This research applied a qualitative research design taking 60 students of English in the universities in Makassar. The data of this research were collected by employing a survey of Google Form and analyzed descriptively and qualitatively. The result of the research shows that the English students in the universities in Makassar gave their positive perceptions about the use of social media. The informants have been using social media in their daily life and also nowadays has applied the social media as a tool of learning English. Some advantages and strategies in using social media in learning English were displayed in this study. Findings from this study will become important input for students themselves in the university context and also as beneficial information among the university practitioners in order to make use the social media in the university not only as communication tool but also as learning and teaching tools.

Keywords: social media; Facebook; Instagram; online learning; English Language Teaching

Introduction

Nowadays communication is not only through face-to-face interaction, but also through online communication. It cannot be denied that the demands of online communication have caught the attention of all communicators. Despite the rapid advancement in the use of online communication, researchers have taken an interest in the issue of language use in online communication. Several studies have been conducted to see the effectiveness of online communication (Locher, 2010; Baruah, 2012; Idris & Ghani, 2012; Rodriguez, Peterson, & Krishnan, 2012; Stapa & Shaari, 2012; Zena, Maros, & Nor, 2012; Jiao, Gang, & Yang, 2015; Maros & Rosli, 2017). This study shows that online communication has influenced human activities and therefore, people take advantage of it.

One form of online communication can be seen in the use of social media such as Facebook, Instagram, Twitter, and so on. Baruah (2012, p. 1) states a number of uses of social media, namely as a tool for "sharing ideas", "bridging communication gaps" and as "a source of information." In addition, social media provides simple ways to disseminate information and obtaining arguments. In essence, the existence of social media makes communication easier. Idris and Ghani (2012) show that posts on Facebook encourage active participation, interaction, and knowledge construction. Social media has enabled customers to express their feelings about products or services they have purchased (Rodriguez, Peterson, and Krishnan, 2012). Social media also serves as a platform where users can jointly investigate content, share experiences, and build relationships for different purposes, for example, for social purposes or education (Jiao, Gang, & Yang, 2015).

Today, the world of social media has engulfed the world of education, impacting the activities of students. It cannot be denied that students in many levels of education have been using social media in their life either as students or as interactants in the certain community. Therefore, it is interesting to see the existence of social media among the students. In this study, the researchers highlight the use of social media among the students in the university. Findings from this study will become important input for students themselves in the university context and also as beneficial information among the university practitioners in order to make use the social media in the university not only as communication tool but also as learning and teaching tools. In fact, because of its increasing progress, the use of online communication, including the social media has become the interest of researchers (Locher, 2010; Stapa & Shaari, 2012). According to the researchers, the digital era which has become increasingly prevalent needs to be optimized so that its existence does not interfere with learning. On the other hand, it needs to be empowered in order to provide good benefits for learning.

Literature review

Baruah (2012) states that social media is "the use of web-based and mobile technologies to turn communication into an interactive dialogue" (p. 1). Social media can be seen in the form of magazines, Internet forums, weblogs, social blogs, microblogging, wikis, podcasts, photographs or pictures, videos, ratings and social bookmarking.

Social media has had a lot of influence in human life, especially in the field of education. Since its introduction, social media has been integrated in classrooms and implemented for learning purposes in various ways (Gikas & Grant, 2013; Mao, 2014). In fact, Seaman & Tinti-Kane, 2013; Purvis et al., 2020) reported in their survey that there was an increase in using social media tools in the classroom with the majority identifying blogs and wikis as their primary social media learning tools. According to Greenhow & Lewin (2016), social media has the potential to bridge formal and informal learning through digital culture. Greenhow & Lewin (2016) note that social media assists students in managing group projects, generating ideas, communicating with

peers and teachers, sharing information, resources, and links, documenting and communicating progress, and sharing project outcomes such as assessment presentations and evaluations. Social media encourages students to communicate, collaborate, participate, and create deep learning through interaction (Sobaih, Moustafa, Ghandforoush, & Khan, 2016); Balakrishnan, 2017).

Facebook

Of all forms of social media, Facebook is the dominant choice for communication chosen by netizens. According to Lenhart, Purcell, Smith, & Zickuhr (2010), the Facebook social networking site developed by Mark Zuckerberg (2004) is the most dominant social networking site. A study conducted by a number of researchers (Hargittai, 2007; Ellison, Steinf eld, C., & Lampe, 2007), for example, found that 94% of their students were Facebook users who spent an average of 10-30 minutes on the site and had 150-- 200 friends. Noyes (2015) also argues that Facebook is considered the most used social networking site among all because of its increasing active membership.

The benefits of Facebook in learning have also been expressed by a number of experts. Faizi, El Afia, & Chiheb (2014) said that Facebook is highly recommended for foreign language learning in distance, mixed, or face-to-face learning. According to Blattner & Fiori (2009), Facebook can be used to improve students' English performance, increase motivation and trigger authentic language interactions. Kasuma (2017) further reveals four characteristics of English language activities on Facebook that students need and like, namely teacher-led activities, teacher attendance, group structure, and discussion topics or content. Other findings suggest that Facebook can function effectively in studying novels. Through Facebook students can expand their knowledge of literary novels and students can understand what is around the novel (Mariappan, Abu, & Omar, 2018).

Instagram

Instagram is a social media tool introduced in 2010. Perhaps because of its recent introduction to the field, Instagram has not received much research attention in terms of what it can offer in the learning / teaching process. The web version of Instagram has very limited capabilities and can be used only for limited viewing purposes (Al-Ali, 2014).

According to Spencer (2012), there are various activities that teachers can use to implement Instagram in their class, for example by utilizing online storytellers, practicing grammar on photo captions, doing photojournalism, making photo requests for themselves, finding metaphors in photos that are be selected, create photo blogs, find and document context in photos, conduct ethnographic studies, share art, and practice artistic and creative expression through self-photo taking. According to Bell (2013), Instagram in language learning can be done by asking students to make field trips and asking students to make photo stories and essays based on curriculum expectations. Meanwhile, according to Hudson (2013), Instagram in the classroom can be used by asking students to do role plays, asking students to record the steps in science experiments, and even reading recommendations. A related study conducted by Handayani (2016) shows that Instagram has a beneficial effect in improving some students' English skills. In speaking, teachers can promote activities to develop and increase their motivation to speak English better by capturing Instagram stories. In reading activities, the teacher can invite students to take photos of their favorite books and write a short review of 1-5 sentences in the caption. In listening activities, the teacher can post videos of English speakers. Students are guided directly to watch and listen to videos. After that, they have to answer the teacher's questions regarding the video content. In

writing activities, the teacher can post interesting photos and ask students to write descriptive information in comments. These photos can help students give ideas about what to write.

Research method

This study employed a descriptive-qualitative research design. Denzin and Lincoln state that qualitative research involves interpretive and naturalistic approaches (2000). In this study, the researchers described naturalistic settings as classroom interactions involving the teachers and students during the teaching and learning process. The data obtained were interpreted to answer the research questions.

This qualitative research was conducted at some universities in Makassar, South Sulawesi, Indonesia in 2021. The subject of the research is English students of English Department of the chosen universities. To collect data, the researchers distributed a survey by using a Google Form. The main questions are to reveal the students' opinion about the use of social media in their life and the possibilities of using social media in learning English. This covers the advantages and disadvantages of using social media in teaching English and the strategies in using social media in teaching English. To analyze data, some of the steps, adopted from Miles, Huberman, and Saldana (2014) were employed, namely: (1) data collection, (2) data condensation, (3) data display, and (4) conclusion drawing and verification. After getting the data from the Google form, the data were then described descriptively. The data were described and analyzed qualitatively concerning with the use of social media among the students in the university wither as communication tool or as learning tools. The researchers then displayed the data and verified the research by making conclusion of data findings

Findings

This part presents the findings from the survey that had been conducted among 50 students in three universities. Findings in this section are presented based on the answers delivered by the respondents.

The use of social media in daily life

The first question addressed was to explore the use of the social media in the daily life of the students. The answers can be seen as follows:

Table 1. The use of Social media in the students' daily Life

No	Answer to the question	Total number of the students	Percentage
1	Answer "yes"	60 students	**100 %**
2	**Answer "no"**	**0 student**	**0 %**

Based on the above table, it can be seen that students used social media in their daily life. The whole number of the respondents, that is 100 % of the respondents stated that they have been using social media in their life. This shows that social media has become a familiar tool of communication and interaction among the students.

The kinds of social media used by the students

The second question was dealing with the kinds of social media that are frequently used by the students. The respondents gave the answers in various kinds of social media which can be seen in the following table:

Table 2. The kinds of Social media used by the Students

No	Kinds of social media	Total number of the students	Frequency
1	Facebook	17	10.2 %
2	Instagram	47	28.2 %
3	Telegram	9	5.4 %
4	Youtube	19	11.4 %
5	WhatsApp	49	29.4 %
6	Twitter	12	7.2 %
7	Video Tiktok	4	2.4 %
8	Messenger	1	0.6 %
9	Line	2	1.2 %
10	Linked	1	0.6 %
11	Snapschat	1	0.6 %
12	Google	1	0.6 %
13	Gmail	1	0.6 %
14	Zoom	1	0.6 %
15	Gmeet	1	0.6 %
16	Blog	1	0.6 %

Based on the above table, it can be seen that WhatsApp was the most frequent type of social media used for communication (29.4 % of the total respondents). This number was followed by the use of Instagram (28.2 % of the total respondents). The use of YouTube ranked the third (11.4 %) after the use of Facebook (10.2 %). Twitter and Telegram also attracted the attention of the students (7.2 % and 5.4 % sequently). Other applications such as Video Tik Tok and Line also attracted the respondents for 2.4 % and 1.2 % while other application of the social media only accounted for 0.6 % of the total population such as Messenger, Snapschat, Google, Gmail, Zoom, Gmeet, and Blog.

The advantages of using social media in students' daily life

The next answers from the respondents are about the advantages of using social media. Most of the respondents state that the advantages in using social media are for easy communication, interaction, and information. The answers can be seen in the following extracts of the interview:

"The advantage is that it is easy to get new information and news from all over the world I get a lot of information such as job requirements, online courses, information, etc."

"I use social media just for communicate with more convenience and also can be more up to date about something new"

"Everything being easy, it's easy to reach up recent news, or event that happened recently We get to know new people and see the news more conveniently"

"Social media can give us any ideas about what happens to this current world as a means to build relationships or relationships"

Based on the above extracts of the interview, it can be seen that using social media can help students to get more information, make them easy to communicate with other people, their friends, relatives, and other people in different communities. Also, it can help them to ease their interaction. Another reasons for using social media are as follows:

"I get to meet new friends and gain a lot of new information and also it's very entertaining"

"Make it easier for me to communicate with other people, entertain me if I bored, and sometimes I get new information or knowledge from social media. Since pandemic situation almost of lectures is held by social media

"Getting more information, communications, and entertainment"

Based on the above extract, it can be seen that students also use social media as the ways of entertaining. According to them, their life as students tend to make them bored and therefore, social media is the best way to entertain themselves and get rid of their boredom as students. Other reasons for using social media can be seen as follows:

"The advantage is that it can search for information that occurs in the community, it can be used as a learning medium, a communication tool, and sells using social media"

"Through the pandemic, social media is one of media that we can knowing information about the world today and also we can share and learn new material or information"

Based on the above extracts, it can be seen that students used social media also as a tool to enrich their knowledge. This is consistent with the idea that social media help them to get more information. By getting more information, they can also learn about many things. Therefore, using social media for students can also be a tool of learning and for the educational reasons. From the social media, they can know about some tutorials, new materials which may be related to the subjects they learned in the campus. Other reasons can be seen in the following extracts:

"By using social media, it can be easier for me to communicate with my friends who far from me, I can find so many friends in social media too. Social media helps me easy to find many customers because I also have online shop. And then, there are a lot of information that I can get on social media, such as about entertainment, social and politics, education, etc. Especially in learning social media helps me so much. So, the conclusion is social media helps me in some aspects in this life"

It can be seen that students not only use social media for the information, communication, interaction, and education. In fact, the students also used social media for commercial use. Some of the students used the social media to sell their own products, make promotions among themselves. Some of the respondents, sells some products and they used social media to promote their goods and made online transaction.

Students' opinion on the possible use of social media in learning English

The next answers from the respondents are about the opinions of the respondents on the use of social media as a learning tool. Some of the respondents gave their comments as follows:

> *"In my opinion, if we, as social media users, follow an account that can teach us to learn English, it means that it is interesting for us to study on social media. But if this social media user does not at all follow an account that can be used to learn English, then on social media he cannot learn. Because there are social media like Instagram that we can follow to learn English"*

> *"When we access social media Instagram or Facebook, there not only presents news but also presents a discussion about learning English, information on English lessons"*

The above answers show that students have positive ideas about the use of social media in learning English. The social media is interesting. According to the above respondents, social media can be used by following the account that have an English content.

> *"Yes, because social media not only to playing only to get more information or stalking to other person. The social media also using to learning English, especially to learning about Grammar and Tense"*

> *"Social media plays an important role in learning English, revealing that participants use social media to improve vocabulary development, reading and listening skills, which in turn improves their English skills"*

> *"Most young teenagers and even adults can learn vocabulary through English language posts or videos on YouTube, such as infants learns the word shark because of the popular video "Baby shark""*

> *"Posts on social media provide lessons about English, such as posts containing English vocabulary"*

The above answers show that the use of social media is beneficial in learning English since some accounts in the social media gave opportunities for the students to learn English such in writing, speaking, and listening. In addition, the accounts in some kinds of social media allow them to learn vocabulary, grammar, and tenses since some of those accounts contain postings in English contents.

> *"We can practice our English capability by posting something in English so that people can see it and give correction then we can improve"*

> *"Educational posts are very good for learning, why? Because by uploading educational English posts, this will make it easier for people to learn English, because social media is global so that many people can take advantage of these post"*

> *"There are many posts in the form of pictures, videos and texts that use English, so they can make readers curious and then look for the meaning of the English language, besides that it can also increase or increase the reader's vocabulary"*

In the above answers, students gave reasons for using social media to learn English. One of the reasons is that in social media with global access, they can interact with people around the

world. Many native speakers in social media who use English in their posts and therefore, they can take advantage of those posts.

Students' opinion on the use of social media by their teachers
        The use of social media in teaching English based on the students' opinions can be seen in the following table:

Table 3. Teachers who use social media in teaching

No	Answer to the questions	Total number	Percentage
1	Yes	46	92 %
2	No	5	10 %
3	Sometimes	7	14 %
4	Not all	2	4 %

        Based on the above table, it can be seen that most of the teachers used social media in teaching, especially during the pandemic era. There are 47 students as respondents affirmed that their teachers used social media in teaching during the pandemic era. Some of the reasons are as follows:

> *"Yes, they do. Whether it's during online or offline learning, my lecturers have already used social media as a means to provide information related to the courses being taught. During a pandemic, my lecturers always use social media as a support tool for online teaching and learning. They often share materials, give assignments, create discussion forums, and even make video calls very often using supporting apps such as ZoomMeetings and Gmeet"*

> *"Well, it's like learning to use YouTube, by watching video presentations on YouTube. Through YouTube we can receive a lot of material. There are also those who use Instagram, as we upload any photo then we write English captions related to the image"*

> *"Sure. But only some of them. Back in when I was in second or third semester, I forget the exact time, one of my lecturers used Instagram as the place to submit our weekly writing. And also, when I was in fifth and sixth semester, one of my lecturers used YouTube as the platform to submit our group presentation"*

        Based on the above extracts of interview, respondent said that they have been using social media in learning English since their teacher had been using some platforms of social media in teaching English. Some of the reasons is that by using social media, they can easily obtain materials and could discuss about that easily. In addition, since they have been affected by the pandemic issues, online classes which have become the solution made their teacher have to use online platform. Social media application, which is easy accessed, had become an alternative for learning English. In fact, some students stated that Instagram had been used by their teacher to upload their assignments. Social media application made them learn English creatively and enjoyable.

Teaching Activities that employ social media posts
        When the respondents were asked about the types of activities, they had by employing social media, their answers can be seen in the following:

"There are lots of different types of social media post, like social networking sites, online forums, sharing photos and videos, writing reviews, blogs and vlogs. I think i can learn from that"

"Post photos on Instagram using English captions. Post videos on YouTube and speak English. Make a video learning and post it in social media Example: Blogger, YouTube, Twitter, Instagram, and many more Making learning videos in English and make status in English"

"In my opinion something that can employ the social media post is about when someone posts about quotes, motivation words, about vocabulary and the easy ways or steps to learn English. I think people are interested to read or write or share something about it"

Based on the above response, it can be seen that students made use of social media as a learning tool. It can be seen that social media had been employed as the platform of online learning for English skills. Based on the above extracts, students mentioned some of the activities in learning English. They can download some materials for gramma and vocabularies. They also watch some of the videos that are related to the topic of their class discussion, which are good in improving their listening skills. Besides the English skills, they can also learn how to translate since the social media contains many English materials.

"The using of social media in learning English was when second semester such as Paragraph Writing from Mam X in Instagram"

Based on my real live, I follow some account Instagram that teach English even just a "tips or trick in study English and I can get new knowledge from that"

Based on the above extracts, Instagram had become the most possible platform in learning English, especially in writing skills. Instagram provides account that contain English materials. Also, they got a lot opportunities to improve their writing skills such as using the Instagram to post pictures and write the captions, in which can be further used to build a paragraph.

"Activities in learning Anthropolinguistics use YouTube. By uploading a group presentation video then we watch the video and listen to the material"

"Make some video and posting image with caption English language or we can follow channels on YouTube to watch videos for learning English"

Students also take benefits from the use of YouTube as channel of communication. In fact, some students stated that some of the subjects they learn applied YouTube as the source of learning materials. They also used YouTube as the media to upload their videos that had been created in relation to their subjects. This, in fact, made them more creative in leaning. In addition, some video online applications were used by the students to ease their communication and interaction, especially when discussing the materials.

Skills in English that can employ social media as a tool of learning
The following table shows the kinds of skills that the students learn in order to improve their skills through the use of social media:

Table 4. Language skills and components that applied social media

No	Language Skills and component	Total number	Percentage
1	Writing	25	50 %
2	Speaking	27	54 %
3	Reading	21	42 %
4	Listening	20	40 %
5	Grammar	8	16%
6	Vocabulary	5	10 %
7	Pronunciation	4	8 %

Based on the above table, it can be seen that productive skills are effective to be improved by using the application of social media. It can be seen from the above table that writing and speaking, the two productive skills in English, employed social media frequently among the other English language skills and components. Speaking activities applied 54 % of the students' learning activities, followed by writing activities, which accounted for 50 % of the English learning activities. The receptive skills, reading and listening, also made use of social media as the alternatives in learning English. Teachers, according to the students, applied 42 % of reading activities and 40 % of the listening activities through social media application. This fact shows that all of the English skills can employ social media as the alternatives in English Language teaching. Other English language components such as vocabulary, grammar, and pronunciation also took advantage of the use of social media. There is 16 %, 10 %, and 8 % of the respondents admitted that they have benefited from the use of social media in learning grammar, vocabulary, and pronunciation respectively.

Benefits of using social media in learning English

Another question was in relation the benefits of using social media in learning English. Some of the answers can be seen in the following extracts:

"Learning English through social media makes it easier for us to understand because we can see various kinds of videos, it's even more fun because there are various features that can make us interested in learning it even though we are still happy and not boring"

"In my opinion, the benefits of using social media in learning English are, first, it can increase our creativity and interest in learning English. second, we can see a lot of learning through social media, such as educational posts"

Based on the above extracts, it can be seen that social media provide a platform of learning English with fun. Usually students found that some of the skills like reading and writing are taught with less fun, and therefore they found that leaning English through social media will be interesting and more fun since the social media provide many kinds of activities which drive them to learn with fun and more creative. Other opinions are as follows:

"The benefits that I can get from using social media in learning English are social media makes me easy to communicate with the native speaker from another country, so I can learn English with them. I think, using social media is an effective and more efficient ways in learning English".

"By learning through social media, the benefits that can be obtained are many, including increasing the attractiveness of students to be able to learn more about English, increasing self-

confidence due to this habit, and also being able to increase friendships because we can take part in international webinars"

The above extracts show that learning English through social media provide many kinds of opportunity to learn English. One of the opinions was that the social media provide real time activities which can lead them to learn the target language. The social media can also give opportunities to study English with the native speakers from other countries. In addition, learning English through social media can give them the chance to increase their self-confidence since they can participate in many online activities provided in social media.

Suggestions in using social media in learning English

The last aspect in terms of using social media in learning English is the suggestions from the students about the ways in using social media in learning English. Some of the answers are as follows:

"My suggestion is, if you want to use social media as a means of learning, especially English, you can join English learning groups, such as on Facebook or Telegram so you can get more learning from these groups. I hope it will be useful for you. :)"

"My suggestions in using social media as a tool of English language teaching is to expand communication groups with friends such as making online group and independent learning through English learning content in social media"

One of the suggestions was by joining learning groups provided in the social media application. It can be seen that in some applications there are some groups of learning in social media which can be joined by the students and therefore they can learn from the post in that groups and also have a discussion on certain subjects within the groups.

"Making some tutorial in videos. How to make something, like cooking tutorial, make up tutorial or maybe how to finished some task from college like giving any information that: if you looking for this you can click here to see the tutorial"

"Maybe by doing or making learning videos that are posted to social media or can make quizzes with prizes related to English language skills so that more and more people are interested in learning English"

It can be seen from the above extracts that with the so many videos post in social media, students can take benefits from those post. Therefore, according to the students, the video posts in social media can be use as a learning source in English. Another strategy can be seen as follows:

"My suggestion is social media must enhance student collaboration. Students can easily interact and share information, work together on projects, and communicate freely and easily. Social media allows the teacher to share resources like images, worksheets and websites effortlessly and effectively"

"By streamlining the various media that have been provided, it can be used as an English language teaching tool in the form of tips and tricks videos, and much more"

Based on the above extracts, it can be seen that using the various posts in social media can become alternatives for students to learn English. Accounts which post grammar, idioms, images, world sheets in English can be used as media to learn English.

Discussion

The above findings show that the use of social media has potentials to be used in learning English. All of the students had been using social media in their daily life and in fact, they employed all kind of the social media such as Facebook, Instagram, Twitter, and many others. Students in fact had realized that social media brings a lot of benefits in learning English and found that some posts of the social media are potential in learning English skills., especially the productive skills of writing and reading. Therefore, students had suggested some activities from the social media which can be used to learn English

The above findings are related to some studies conducted by Mason & Rennie (2007) and Ajjan & Hartshorne (2008) show that the use of social media in teaching can encourage participation and critical thinking from students. Grosseck (2009, p. 479) suggests that social media serves as a tool for preparing and collecting didactic materials, evaluating and analyzing progress made by students, composing informative and formative presentations, time management, planning schedules and calendars of activities, project development. in collaboration, digital storytelling, student e-portfolios etc. Mazman & Usluel (2010) also say that learning sites and social networks in particular have allowed for more interaction, collaboration, information and sharing of resources.

Other research related to the use of social media in education shows that integrating social media in teaching and learning environments can produce new forms of inquiry, communication, collaboration, identity work, or have positive cognitive, social, and emotional impacts (Gao, Luo, & Zhang, 2012; Greenhow, Burton & Robelia, 2011; Greenhow & Robelia, 2009; Pimmer, Linxen, & Grohbiel, 2012). DiVall & Kirwin (2012) in their study found that social media in learning provides increased peer support and communication about content. In addition, social media can increase the effectiveness of language learning between cultures (Mills, 2011) and increase the positive effect on efforts to express digital identity and literacy, especially for marginalized groups (Manca & Ranieri, 2013). Furthermore, Tess (2013, p. 60) said that social media technology can change the way students communicate, collaborate, and learn. For example, Ghani (2015) in his study of Facebook in teaching found that reading, writing and discussion activities could be carried out through Facebook and in fact Facebook helped them in writing research reports.

Conclusion

The results of the study show that the English students in the universities in Makassar gave their positive perceptions about the use of social media. The informants had been using social media in their daily life and also nowadays had applied the social media as a tool of learning English. Some advantages and strategies in using social media in learning English were displayed in this study. Findings from this study will become important input for students themselves in the university context and also as beneficial information among the university practitioners in order to make use the social media in the university not only as communication tool but also as learning and teaching tools.

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