

THE USE OF SOCIAL MEDIA IN TEACHING ENGLISH TO SECONDARY SCHOOL STUDENTS



Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree in
Department of English Education School of Teacher Training and Education

by:

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APPROVAL

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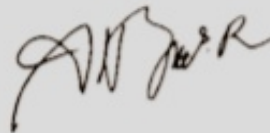
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ACCEPTANCE

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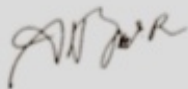
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The Researcher



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Abstract

This research describes the use of social media in online teaching English to secondary school students and to know the students' response of the use of social media in teaching online English. This research is a descriptive qualitative research. The object is teaching English use of social media by ninth-grade teachers at SMP Negeri 1 Musuk. To get data, the researcher applied interview, observation, and questionnaires for the students. The result of this study shows that (1) The English teacher in SMP Negeri 1 Musuk used social media in online learning, namely WhatsApp, YouTube, and Gmail, (2) the teacher used social media features to deliver the material adopted from books and the internet, (3) the procedure of teaching was almost the same as face-to-face learning, comprising reviewing previous material, material introduction, delivering the material on PowerPoint Presentation in an online group class, question and answer section to test the students' understanding, and assignment. (4) The students' response was positive. The students enjoyed the use of social media in teaching online English. They felt unencumbered in their learning activity because they could understand the material quickly.

Keywords: Social media, Teaching English, using Social Media

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penggunaan media sosial dalam pengajaran bahasa Inggris kepada siswa-siswi sekolah menengah pertama dan untuk mengetahui respon siswa terhadap penggunaan sosial media dalam pembelajaran online bahasa Inggris. Penelitian ini merupakan penelitian kualitatif deskriptif. Objek penelitian ini adalah pembelajaran bahasa Inggris menggunakan media sosial oleh guru kelas sembilan di SMP Negeri 1 Musuk. Untuk mendapatkan data, peneliti menggunakan wawancara, observasi, dan pemberian angket kepada siswa. Hasil penelitian ini menunjukkan bahwa (1) Guru bahasa Inggris di SMP Negeri 1 Musuk menggunakan media sosial dalam pembelajaran online yaitu WhatsApp, YouTube, dan Gmail, (2) Guru menggunakan fitur media sosial untuk menyampaikan materi yang diadopsi dari buku dan internet, (3) Prosedur

pengajarannya hampir sama dengan pembelajaran tatap muka. Prosesnya adalah pembukaan, mengulas materi sebelumnya, pengenalan materi, penyampaian materi yang dikirimkan dalam presentasi PowerPoint dalam kelas kelompok online, sesi tanya jawab untuk menguji pemahaman siswa, dan tugas. (4) Respon siswa positif. Para siswa menikmati penggunaan media sosial dalam pengajaran bahasa Inggris online. Mereka merasa tidak terbebani dalam kegiatan belajar karena mereka dapat memahami materi dengan cepat.

Kata kunci: Sosial media, Pengajaran bahasa Inggris, Penggunaan sosial media

1. INTRODUCTION

In this modern era, English is an international language, and the students need to learn it. For this reason, Indonesian government decides to make English as a compulsory subject learnt by students from elementary school until university. The teaching should always be increased in order that all students master the language easily. In this case, the teachers should also be encouraged to make use of technology in the teaching and learning process. Teachers can take advantage of various learning media to support the learning process. The participation of teachers in applying the precise use of information and communication technology is needed to provide a better teaching-learning process and teach to the younger generation about the use of technology more precisely and accurately. Hence, the quality of teaching can be improved.

Degeng (2004) sees the quality of learning from two aspects: process and learning outcomes. At the same time, efforts to improve the quality of the learning process led to the emergence of initiatives from both students and teachers. Miarso (2004) states that factors that influence or support the realization of a quality learning process to achieve educational goals are the use or utilization of information and communication technology in the educational process and learning media, as described by Degeng (2004).

In this era, the world is struggling with the Covid-19 virus. All people must keep social distancing and work from home especially in education processes. The teachers and students must do teaching-learning activities at home online. The teachers should be able to find the best media in conducting their teaching. Hence, the learners could understand the material quickly and achieve the goal. The media should be acceptable and easy to operate so that the students could follow the instruction easily.

With the rapid changing situation from offline to online situation, teachers should adapt it quickly. One way to make students follow the lesson easily in this online activity is to use social media. SMP Negeri 1 Musuk is one of the schools where the teachers use social media in their teaching. The teachers try to find an effective solution to improve the learners' understanding of English material, especially to the ninth-grade students of SMP Negeri 1 Musuk in the 2020/2021 Academic Year. According to Jain (2020) in ASMA (Adoption of Social Media in Academia), with the development of internet technology, social media has become a vital part of every student's life. It is more uncomplicated and more comfortable to trade information, engage with one another, and stay connected through social media. Teachers and students may utilize social media to remain in touch and to further their education. Social media will help the students communicate effectively in English because social media become their medium between the students and teacher or with the other students to express their thoughts. The students will learn and act in the lesson because they have a medium to communicate like in the class, so they will not feel insecure because the material could be discussed with the teachers and other students by the social media platform.

The study investigates the social media usage in online English education for secondary school students and to analyze the students' reactions to the use of social media in online English teaching. This research has both theoretical and practical implications. Theoretically, the result of this study could provide alternative techniques by which teachers can apply teaching English material with an online medium. Practically, the teacher can reflect the teaching so that students are motivated and interested in learning more, and it can be used as a reference for other researchers when conducting other research, particularly research on teaching online English.

There are some previous studies about teaching English using specific media. De Jager, et al, (2020) has conducted a study entitled “The Innovative Use of Social Media for Teaching English as Second Language”. Their research aims to explore the experiences of such teacher and the use of social media for teaching English as a second language in township schools. The study found that the teacher and students connect and chat on WhatsApp groups, discuss the topic in a group chat with pictures and videos. The teacher occasionally instructs them to participate on Twitter. Those activities would help them improve their communicative ability and language proficiency.

Maulina Indah Aninda (2015) has conducted research entitled “The Use of Multimedia in Teaching Vocabulary to The First Grade Students at SMP Muhammadiyah 7 Surakarta in 2014/2015 Academic Year” and Endra Oktavianto (2019) has conducted research entitled ”Implementation of Teaching Reading Using Composite Pictures Technique for Tenth Grade Students of SMK Batik 2 Surakarta 2018/2019 Academic Year”. Their study is aimed to describe media/technique of English teaching especially reading and vocabulary. They found that the use of media in teaching English was having a positive result. The first study revealed that employing multimedia to teach language can effectively convey the subject. Students become more engaged, eager to study, well-controlled, and better understand the content. Meanwhile, the second study discovered that using the composite picture strategy in reading comprehension makes it easier for pupils to grasp and locate answers to reading challenges.

Fajar Wirawan (2020) has conducted a study entitled “A Study on The Teaching Media Used by The English Teacher at SMP Muhammadiyah 2 Malang”. His research attempted to learn about the media utilized by English teachers and their strengths and flaws when it came to teaching English. According to the study's findings, the media may engage students in the learning process and focus them on mastering the subject. The teacher's shortcoming was that it was difficult to get the pupils' attention.

Fina Azulfa (2019) wrote “The Implementation of Schoology in Micro Teaching Class at Department of English Education Universitas Muhammadiyah Surakarta 2019 Academic Year”. Her study aims to describe the implementation of Schoology and the problem of implementing Schoology in the Micro Teaching Class. Based on the result of the research, she concludes that Schoology is an online media used by teachers to create and manage control for their academic students. Then the problem faced by students is that students often forget to retype assignment and send it to Schoology.

Endra Oktavianto (2019) wrote ”Implementation of Teaching Reading Using Composite Pictures Technique for Tenth Grade Students of SMK Batik 2 Surakarta 2018/2019 Academic Year”. His study describes teaching reading using the Composite Picture Technique for tenth-grade students of SMK Batik 2 Surakarta. According to the findings, the composite picture strategy in reading comprehension makes it easier for pupils to grasp and locate answers to reading activities faster.

Yuliana Ismi Nurjanah (2019) wrote "Technique Used by The Teacher in Teaching Public Speaking for the 2nd Semester Students at the Muhammadiyah University of Surakarta in Academic Year 2018/2019". Her study attempts to describe the teacher's teaching technique, the student's learning difficulty, and the teacher's solution to the problem in teaching public speaking. She discovered that the teacher employed the presentation style based on the results. The pupils' main concerns were grammar and pronunciation.

Rini Widiastuti (2008) wrote "Teaching Speaking Through Dialogue to the Eleventh Year Student: a Case Study at SMK Muhammadiyah 1 Jatinom". Her research focuses on the curriculum, method, and technique of teaching speaking, teaching media, and assessment system in order to characterize the process of teaching speaking through dialogue. Based on the findings, she discovered that teaching speaking through dialogue to SMK Muhammadiyah 1 Jatinom eleventh-year students was highly beneficial.

Based on the researchers above, the writer wants to describe the use of social media in teaching online English. This research focuses on the use of social media in teaching English to the ninth-grade students at SMP Negeri 1 Musuk in 2020/2021 academic year.

2. METHOD

In this research, the writer used descriptive qualitative research to describe teaching English using social media and the student's response to the use of social media in teaching English at SMP Negeri 1 Musuk. In collecting the data, the writer used observation, in-depth interview and questionnaire. The object of this research is teaching English used social media by ninth-grade teachers at SMP Negeri 1 Musuk. The ninth-grade students in SMP Negeri 1 Musuk in the 2020/2021 academic year are the research subject. The writer only takes on a class that consists of 32 students and one teacher. The technique for analyzing data is data reduction, data display, and conclusion and verification by Miles and Huberman (1994).

3. FINDINGS AND DISCUSSION

Related to the objectives of the study, the researcher describes the findings related to: (1) explore the way teacher make use of social media in teaching English at SMP Negeri 1 Musuk. Specifically, the study is to find the kinds of social media used in teaching English at SMP Negeri 1 Musuk, find the materials adopted by teachers in teaching English at SMP Negeri 1 Musuk, and analyze the procedure of teaching English material using social media. (2) analyze

the students' response for using social media in online teaching English. In addition, the researcher also stated additional findings.

3.1 Findings

3.1.1 The Use of Social Media in Teaching English

3.1.1.1 Kind of social media used

The social media used in online learning activity are WhatsApp, Youtube, and Google features, mainly Google Classroom and Google Form. The teacher used the WhatsApp application as the primary media. WhatsApp application has several features that could support online learning. WhatsApp allows the users to send pictures, video, audio, and document instantly using an internet connection. Based on the observation, the teacher sent PowerPoint Presentation with an explanation voice in its slide to deliver the material. Sometimes the teacher sent a video or Youtube's link video to the online group to support students understanding. Then, for the assessment, the students could be sent their work as a picture to the group, or the teacher did an exercise in the form of Google Form and sent it to the online group class.

Below is the conversation on the interview section between participant (P) and the researcher (TR):

TR: *Dalam pembelajaran online, aplikasi apa saja yang digunakan pembelajaran online di sekolah ini?*

(In online learning, what applications were used in online learning at this school?)

P: *Ya kita pake Whatsapp, terus pemyampaian materi lewat PowerPoint disertai voice penjelasan, video, ada yang saya bukakan Youtube dan untuk tugas-tugas lewat langsung difotokan ke murid atau menggunakan Google Form di Google Classroom.*

(We used Whatsapp to deliver the material. We used PowerPoint, including explanation voice. Sometimes I opened a video on Youtube. The

students can take pictures of their work directly using Whatsapp features or using Google Form in Google Classroom for the assignment.)

Below is the conversation on the interview section between participant (P) and the researcher (TR) about why the teacher used those media in online learning:

TR: *Apa alasan digunakannya aplikasi-aplikasi tersebut didalam pembelajaran?*

(What was the reason for using these applications in learning?)

P: *Ya sekolah kita kan berada di daerah yang kurang sinyal mas. Sedangkan kalo menggunakan aplikasi zoom atau google meet ga bisa jalan karena sinyalnya jelek. Karena itu kita menggunakan WhatsApp karena hanya butuh sinyal sedikit saja sudah bisa berjalan dan WA kan bisa bikin grup jadi bisa mengatur kelas juga. Lalu menggunakan Youtube kan lebih bisa menarik interest anak, anak lebih mudah memahami materi yang diberikan cuman saya tidak menggunakannya terlalu sering karena bisa mnyedot kuota anak walaupun sudah ada subsidi kuota dari pemerintah. Dan untuk mempermudah penilaian dan tes kepaahaman anak, google form itu mempermudah saya untuk menilai anak, anak-anak mesti punya akun email biar bisa akses soalnya, walaupun tetap ada hal-hal yang perlu dipertimbangkan seperti anak benar2 mengerjakan sendiri atau nggk atau malah curang karena kita ga memantau langsung, tapi untuk mengatasi itu kita masih dalam proses biar pembelajaran lebih efektif mas.*

(Yes, our school is in an area that lacks a signal, mas. Meanwhile, if you use the Zoom or Google meet application, it can't work because the signal is bad. That's why we use WhatsApp because it only needs a little signal to run, and WA can create groups so you can organize classes too. Then using YouTube is more attractive to children's interests. It is easier for children to understand the material provided. Still, I don't use it too often because it can suck up children's quota even though there is a quota

subsidy from the government. And to make it easier to assess and test children's understanding, the Google form makes it easier for me. The children must have an account Gmail for access, even though there are still things that need to be considered, such as children working on their own or not or even cheating because we don't monitor directly. However, to overcome that, we are still making learning more effective mas.)

Based on the interview, the main obstacle that the teacher faced was the poor quality of the internet signal in the students' area. The teacher could overcome this obstacle by selecting media that could operate with a poor internet signal. One of the advantages of the WhatsApp application is that the application can be operated even using poor internet signal quality. The application is deemed capable and easy to operate by teachers and students. The teacher decided to use this application as their primary media in online learning during this pandemic.

The advantage of WhatsApp is not only in its flexibility but also in its features. WhatsApp allows the users to send pictures, video, audio, and document instantly using an internet connection. This feature can make it easier for teachers to deliver material during learning activities. Another part that is very useful for learning is creating class groups that contain students and teachers. This feature helps teachers as management tools in their classes.

Based on these advantages, the school decided to use the WhatsApp application as the primary learning medium. These advantages are deemed sufficient to overcome the problems experienced by schools in implementing online learning.

Based on the observation, the teacher also felt the use of the YouTube application to be very able to support students' understanding of the material provided. YouTube is a video-sharing platform that can be sharing a video. The users could upload their video on YouTube also could see another video that another user uploaded. People enjoy access to the online video on YouTube since there was so much content such as comedy, education, art, etc.

Based on the above advantages, the teacher used the application to support the material provided or attract students' attention in online classes. The only drawback faced was a limited internet quota. Even though the government has subsidized internet data packages to students and teachers, the teacher prefers not to use them too often because it could drain student data packages. But based on the many and exciting variations of videos on the YouTube platform, the teacher occasionally used this media in learning. The teacher felt that it could form student interest in the online learning activities.

Based on the interview, the teacher also used the features provided by Gmail to support learning via WhatsApp. Each student should have a Gmail account to access the exercise provided through Google Classroom. This exercise was made in an online form using one of Gmail's features, namely Google Forms. This feature made it the teacher easier to assess students' understanding of the material. This feature was used as an assessment given to students for their daily grades. With this, the teacher would be easier to process the students' assessment.

This application also makes it easier for students because Gmail would notify them by email that they have an assignment and notification of deadlines for the task. Therefore, teachers used this feature in learning because it easier for them to provide exercise and assessment. Moreover, students will also be notified via email about assignments, so there was a slight possibility they missed it.

3.1.1.2 The material adopted

One of the materials for ninth-grade students is discussing Intensions, Purpose, and Agreement. The definitions about the topic has been write based on the book, specifically *Buku PR Merdeka Belajar Bahasa Inggris untuk Kelas IX SMP/MTs published by PT Penerbit Intan Pariwara*. The teachers summarize the material by selecting the essential definitions or example for the students and arranged based on the teacher's lesson plan. The summarized material has been converting into a PowerPoint Presentation file. There, the teacher used her creativity to made interesting material presentation and easier to understand. In addition, the teacher also gives a recorded explanation voice and put it in each

slide. So the students could listen to the explanation voice while they open and see the material. In addition, the teacher sometimes searches throughout internet and YouTube video to support her material so the students would be interested and easier to understand. The teacher explores a video that discussed the topic and delivers it through the WhatsApp group class as an example of the subject.

3.1.1.3 The procedure of teaching

Based on the interview, the procedure of teaching was almost the same as face-to-face learning. The procedure was divided into three sections, namely Pre-teaching, Whilst Teaching, and closing. In those three sections, the activities were opening, reviewing previous material, material introduction, delivering the material on PowerPoint Presentation sent in an online group class, question and answer section to test the students' understanding, and assignment.

Below is the conversation between the researcher and participant in the interview section:

TR: *Bagaimana proses kegiatan belajar dalam pembelajaran online ini?*

(How was the process of learning activities in online learning?)

P: *Ya proses bisa jenengan liat di grub mas. Ya hampir sama kayak tatap muka. Ada salam dulu, lalu pengenalan materi sing akan dibahas, lalu ngirim materi dalam bentuk PowerPoint dengan voice tadi, beri waktu untuk anak memahami, lalu diskusi materi dengan tes murid dengan pertanyaan dan murid bisa menjawab dari situ juga, setelah itu evaluasi dan kesimpulan pembelaran lalu dikasih tugas untuk penilaian. Kadang juga tak kasih video dari youtube untuk materi tertentu dan memang untuk saat ini sudah tidak sepenuhnya sama seperti itu karena sekarang mendekati US (Ujian Sekolah) jadi lebih ke latihan soal.*

(Yes, the process can be seen by looking at the group mas. Yes, almost the same as face to face. There are greetings first, then an introduction to the

material to be discussed, then send the material in the form of a PowerPoint with the voice, give the child time to understand, and then discuss the material with student tests with questions and students can answer from the platform, evaluate of the learning or conclusions then given the assignment to assessment. Sometimes I also give videos from YouTube for specific materials. Indeed, it is not entirely the same as that because now it is approaching the US (School Examination), so it is more of an exercise.)

In pre-teaching, the teacher usually began with greetings in an online group to get students' attention as the opening. The students typed their answer in an online group class. After several students' responses, the teacher moved to an introduction about what material would discuss today or review previous material and sent the PowerPoint Presentation with explanation voice as the material.

In post-teaching, the teacher gave time for students to open and learned the PowerPoint presentation material. After the students learned about the materials through PowerPoint Presentation, which the teacher sent in the online group class, the teacher began giving a question related to the material to test students' understanding and know that the students opened the material. The teacher used direct message features in the WhatsApp application for the question and answered section.

In the closing section, after the teacher gave several questions and students answer them. The teacher gave appreciation to students who have answered the question and being active in the class. Before closing the class, the teacher gave homework and a conclusion about today's material. Also, the teacher gave a reflection about today's meeting. The teacher used Google Form in Google Classroom, and students need to answer it before the deadline.

3.1.2 The Students' Responses to the Use of Social Media in Online Teaching English

Based on the questionnaire that answered by the students, the writer identifies that the students' responses were positive rather than instructing them to study by the

students themselves with their book and give many assignments. The students felt that the online teaching using social media as the English teacher used was standard but not burdensome. Also, the writer found that using PowerPoint Presentations with explanation voices was helping them to understand the material instead of just giving a command to learn the book by themselves. Overall, the use of social media in teaching English gets normal responses. However, the improvements of the teacher used PowerPoint Presentation and given several videos utilize the features that the WhatsApp application has showed positive responses. There are some answers from the students.

Question : 1. Menurut kalian, bagaimana proses pembelajaran online melalui aplikasi social media di kelas saat ini? Menyenangkan, biasa saja, atau mending diberi tugas saja?

(In your opinion, how was the online learning process through social media applications in the classroom at this time? Fun, casual, or better to just be given an assignment?)

2. Apakah melalui aplikasi seperti WhatsApp, Google Form, dan pemberian materi melalui Power Point disertai voice mambantu adik-adik dalam memahami materi?

(Can it be through applications such as WhatsApp, Google Form, and giving material through Power Point along with voice help you to understand the material?)

Answer :

*A : 1. Menyenangkan
(Fun)*

*2. Iya, sangat membantu memahami materi
(Yes, it was very helpful to understand the material)*

- B : 1. Menyenangkan
(Fun)
2. Iya, membantu
(Yes, it was help)*
- C : 1. Menyenangkan kadang membosankan.
(Fun, but sometimes boring)
2. Selagi ada niat belajar, bisa memahami
(As long as we have intention to learn, we could understand)*
- D : 1. Ada enaknya ada tidaknya, lebih menyenangkan pembelajaran langsung karena lebih jelas materinya.
(Sometimes good sometimes not, it is more fun to learn directly because the material is clearer)
2. Iya, sedikit terbantu.
(Yes, it helps me a little)*
- E : 1. Menurut saya proses pembelajaran online melalui apk social media terasa biasa saja.
(In my opinion, the online learning process through the social media app feels normal.)
2. Iya, apk tersebut mambantu saya dalam memahami materi
(Yes, the app helps me to understand the material)*
- F : 1. Biasa saja
(Casual)
2. Iya pemberian materi melalui power point disertai voice sangat mambantu dalam memahami materi
(Yes, giving the material through power points with voice explanations is very helpful in understanding the material)*

3.1.3 Additional findings

In addition, the researcher also found information from the English teacher in SMP Negeri 1 Musuk. The information gives more description of this research,

namely, the preparation of the school and the strategy of teaching used by the English teacher.

Based on the interview with the English teacher, SMP Negeri 1 Musuk prepares optimally so that this online learning process could run well and orderly. It was starting with lesson planning, material, media, implementation, and learning evaluation. The school even prepared a team to assess the online lesson plans (RPP) and the feasibility of the material given to students. This preparation was well prepared based on the media that the teacher would use in online learning.

Below is the conversation on the interview section between the participant and the researcher:

TR: *Bagaimana persiapan yang dilakukan untuk melaksanakan pembelajaran menggunakan social media?*

(How were the preparations made to carry out learning using social media?)

P: *Untuk persiapan pembelajaran, pembelajaran kan lewat daring, harus lewat daring. Untuk itu pembelajaran menggunakan aplikasi WhatsApp karena itu kan bisa membuat grub. Membuat grub besar kelas dan grub mapel. Dan pihak sekolah mempersiapkan yang namanya supervisor yang mana menilai RPP dan kelayakan materi yang dibuat guru, jadi pihak sekolah menyiapkan itu untuk benar menyikapi pembelajaran secara maksimal. Jadi semuanya dipantau baik itu mulai perencanaan RPP, materi, pelaksaan, maupun evaluasi kegiatan dimulai. Semua itu dipersiapkan juga berdasarkan dengan media yang akan digunakan yaitu Whatsapp.*

(For learning preparation, learning is online. It must be online. Therefore the process of teaching-learning uses the WhatsApp application because it has a feature to make grub. Create large class grub and subject grub. The lesson must be online. That's the point. From the school, there is even a supervisor who assesses the lesson plans and the appropriateness of the material made by the teacher, so the school prepares the lesson optimally. So everything is monitored, starting from RPP planning, materials, implementation, and

evaluation of activities. All of that is also prepared based on the media to be used, namely Whatsapp.)

The teacher must improve the strategy of teaching used by English teachers using social media in online learning. Because the teacher and students were in different places, the teacher couldn't monitor the students directly. There were many things in their home or from their smartphone, which could distract their focus. Therefore, the teacher has a strategy to minimize this possibility.

Below is the conversation on the interview section between the participant and the researcher:

TR: *Apakah ada strategi atau tips yang digunakan dalam pembelajaran online selama ini?*

(Are there any strategies or tips used in online learning so far?)

P: *"Ya kalo aku tak centangi mas, tak centangi siapa yang menjawab merespon dengan baik dikasih nilai lalu tak foto tak tunjukin ke anak-anak biar lebih aktif dan terpacu untuk mencari nilai dan guru kudu jeli-jelinya jadi pada saat itu juga jam itu juga materi tambahan dan nilai-nilai dikirim saat itu juga biar o anak ki ngerti . dan juga tambahan variasi-variasi soal bisa tak ambil dari mana-mana dari download biar lebih variatif. Jadi mesti dipancing mas. Kiat mesti gawe stimulant sing bisa membuat anak-anak lebih respon . stimulus sing sesuai karo respon yang diharapkan juga variasi materi dan soal harus disesuaikan dengan anak dan lebih challenging, biar anak ga bosan dan lebih tertantang untuk mengikuti pembelajaran."*

(I mark it mas. I mark those who respond well, given a grade, then take a photo and show it to the children so that they are more active and motivated to look for grades, and the teacher must be observant so at that time. Additional material and values are sent right away so that our children understand. Also, the teacher can take the additional variations of the

questions from anywhere from the download to be more varied. So the material must lure it, mas. We have to use stimulants to make children more responsive. The stimulus that matches the expected response is the variety of materials and questions that must be adapted to the child and more challenging so that the children are not bored and more challenged to participate in learning.)

3.2 Discussion

Based on the findings above, it can be seen that the writer has conducted research in order to collect the data to answer the research questions. The research was conducted by interviewing the English teachers in SMP Negeri 1 Musuk, observation to a ninth-grade class, specifically IX-A, and gave questionnaire to the students in the class IX-A.

3.2.1 The Social Media Used in Teaching English

Based on the findings, the teacher in SMP Negeri 1 Musuk used the WhatsApp application as the primary media to communicate and share material and YouTube to support students' understanding and Gmail features, namely Google Classroom for the assessment. Compared with the previous study written by De Jager, et al. (2020), it is found that the teacher and learners connect and chat on WhatsApp groups, participate on Twitter, and share pictures and videos. It can be seen that there have similarities and differences. The similarity is that the teacher used the WhatsApp application to communicate and share information or material. The difference is the media used to support the learning activities that are different. The previous study used Twitter to support learning activity, and the recent study used Youtube and Gmail to support learning activity.

The teachers used the WhatsApp application, which is categorized as social media and has a feature to communicate to the students via instant message and using other features of the application, which is helpful to improve the quality of teaching. Jain (2020) spells out the role of social media used in education in following term: (1) Collaborative Learning, (2) Information Sharing by Students, (3) Social Media Marketing for Educators, (4) Helps for Foster Research, (5) Continue Teaching from

Anywhere and Everywhere, (6) Take advantage of Blogs to Create Virtual Library, (7) Let Students learn from Social Networking. Based on the findings, the use of the WhatsApp application was practical but still need to be improved. The result showed the teacher did not maximize the role of social media yet. There is so much advantage that can get if the teacher maximizes teaching utilizes social media features. The students still have less interest in learning even though the teacher has utilized the social media features. It shows that the teacher needs to improve the method again even the teacher has given everything she could to provide better learning activities. However, the objective is to make them understand the material.

Moreover, with social media, they can access the material anywhere and anytime. It could create a virtual library for them if they had enough memory in their smartphones. They also could discuss it with the other student. The teacher even permits the students, if they have a problem they could ask in an online group anytime. So, this will make students does not feel alone and not distressed in their schedule. In short, the result is appropriate with the theory above even though there are a few points that need to be improved.

Finally, the researcher concluded that there are so many kinds of social media used for educational purposes. Achieving learning goals and student needs depends on the way the teacher used social media. However, the English teacher in SMP Negeri 1 Musuk gets the advantages of using social media in these online learning activities. The students' response was good because it helps them to understand the material.

3.2.2 The Procedure of Teaching

Based on the findings, the teaching procedure was almost the same in face-to-face learning, comprising an opening, reviewing previous material, material introduction, and delivering the material on PowerPoint Presentation sent in an online group class, question and answer section to test students' understanding, and assignment. Compared with the previous study written by De Jager, et al. (2020), it is found that the teacher and learners connect and chat on WhatsApp groups, discussion about the topic in group chat with share pictures and videos, sometimes the teacher

instructs to participate on Twitter. This lesson focused on improving the students' communicative ability and language proficiency. Classes observed indicated that the activity also used the cartoons shared on social media, jokes, and images to communicate. The writer can conclude that the procedure was different, although working WhatsApp group as their media to speak since the students' characteristics are different. The previous study found that the lesson was focused on improving the students' communicative ability and language proficiency. In comparison, the recent study found that the class was focused on the student's ability to answer the question related to the material and solve a problem when they faced the material in their daily lives.

Based on the findings, WhatsApp and other platforms make students understand and answer the question directly even if they are not in a face-to-face situation. Also, the teacher has a strategy to attain students' attention and build students' interest. The teacher sometimes gives examples based on students' environments to quickly understand the meaning and find it in their daily lives. However, the students still considered teaching children based on their ages related to teaching English to secondary school students. According to Abe (1991), teaching children is deemed to be different from teaching adults. The essential thing in carrying English teaching and learning for children is that the teachers should provide activities and an environment that encourages children's motivation in learning English.

Based on the findings, when students have difficulties or have the wrong answer, the teacher could guide them directly using WhatsApp features. Moreover, students can save and open the material anytime, as long the material is kept in their smartphone. Based on the interview, the teacher has a strategy to make the students learn about the material and learn about attitudes. Even though they in different places, it's not mean the students would act without control. The school has a team to monitor the students, how they answer the question, how they respond to the instruction given by the teacher, even the students' activeness. Therefore, the students have controlled even the system has changed in this pandemic. This lesson is related to the definition of teaching from Brown (1994) that teaching is also an interactive

process between teachers and the students or group of students to get knowledge, skill, or attitudes. Gage (1964) in Brown (1994) confirms, “Teaching is guiding and facilitating learning, enabling the learners to learn, and setting the condition of learning.”. In short, teaching is an activity of helping, guiding, and showing the learners in learning to get knowledge of subject or skill that they want. At the same time, the results of the research are appropriate with the theory above.

So, teaching English using social media in this pandemic can be an effective technique for delivering the material and is based on the teacher’s teaching method. In addition, the students of SMP Negeri 1 Musuk could easily follow the instructions and understand the material. Even though they are in different places, the English teacher method of using social media will improve the students’ skills and knowledge as long as they utilize the features that social media has.

4. CLOSING

Based on the research, findings, and discussion, the researcher concludes the research study. The English teacher in SMP Negeri 1 Musuk used social media in online learning, namely WhatsApp, YouTube, and Gmail. The teacher used social media features to deliver the material adopted from books and the internet. The teaching procedure was almost the same as face-to-face learning, comprising reviewing previous material, material introduction, providing the material on PowerPoint Presentation in an online group class, question and answer section to test the students' understanding, and assignment. Teaching English using social media in online learning can be an effective medium for providing the material. Still, it depends on the teacher's creativity to build exciting material using many sources in books or the internet and utilize the features of social media. Also, the teacher needs to have a strategy to attract students' attention to understand and follow the lesson well. The students' response was positive. The students enjoyed the use of social media in teaching online English. They felt unencumbered in their learning activity because they can understand the material quickly. In the implementation process, the students tend to be cooperative, active, and motivated in learning English. All of the students could join the teaching and learning process in the online class, and the students were motivated to discuss the materials. Moreover, they scrambled to answer the question from the teacher. The researcher makes a suggestion. First, the material should be interesting, variant, and related to the students'

interests. The variation of the material would avoid students feel dull with the classes. The teacher can search through the internet or YouTube to find out exciting material based on the features of social media which the teacher used. Second, the students should be able to practice their English skills. Even though they are in different places, they can still practice their English skills and guide them. The teacher could improve their variation of the assignment to enhance the students' skills. The teacher can instruct them to make a video and send it to the WhatsApp group to practice their speaking skills or listen to a conversation to practice their listening skills. The teacher could use so many variations to improve the students' skills using social media features in this online learning.

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