

The use of social media platforms in online English language teaching (ELT)

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ABSTRACT

Social media becomes a new trend English language teaching, it has very familiar platforms in ELT classroom. The researcher theoretically focuses on flexible and affordable application including Facebook, YouTube, twitter, instagram, whatsapp, Google classroom and Edmodo. The researcher also interested in theoretically investigate the diversity of social media platforms usage in Online English language and teaching (ELT) because those have different features and implication on English language skills. This article reviews some articles from some published journal. The result, there are three characteristics of each platform, the informal ones including Facebook, WhatsApp, Twitter to develop students' written and spoken skill. Then, semi-formal application is YouTube to increase students' listening and speaking skills. The last, officially platforms including Google classroom and Edmodo to encourage integrated skills of English language teaching is like speaking, listening, writing and reading. Researcher recommends to selectively choose the appropriate platforms for teacher in order to achieve the goals of English language teaching.

Keywords: Social Media; Platforms; ELT

INTRODUCTION

In the early of social media widely spread in the society, its platforms communicatively provide some features to share and comment some posted information and become a new trend in English language teaching environment. There are many kinds of social media platforms used in ELT classroom in all over the world including Twitter, Facebook, and YouTube, WeChat, WhatsApp, Snapchat, Instagram, Line, Google class, Duolingo, Edmodo, Blogs, Forums and Wikis, MySpace and Cada Dia generally giving positive responses for the teachers and students (Zainal & Rahmat, 2020), (Xue & Churchill, 2020), (Aloraini & Cardoso, 2020), (Slim & Hafedh, 2019), (Arif, 2019), (Ismail, 2019), (Güven et al., 2020), (Li, 2017), (Alnujaidi, 2017), (Henry et al., 2018), (Tantarangsee, 2017). Specifically, those has variety implication on English skill because of different platforms and features.

Social media motivates students to study English in the school or at home because the teacher use more than one platforms which enable students to require a flexible application and time of learning such as Facebook, Twitter and YouTube, when students conduct an English learning at home, they are more routine to access the other inappropriate applications with English subject. In contrast, the English learning in the classroom is usually more discipline in designing the classroom activities, the teacher choses the platform that has complete features are like Google class and Edmodo.

WhatsApp is an alternative platform to communicate students with the teacher. It is the most suitable one. Informally, it used to share information, ask and response some questions in individually chatting of English subject and others relating with learning. Officially, WhatsApp used in English language teaching through WhatsApp group, it created to facilitate teacher and students to do a formally communication in asynchronous class. Its weaknesses is unable to behave a synchronous English learning, and its strength is applicable platforms for all of age and profession. Aloraini (2020) states that social media platforms including WhatsApp, Twitter, Snapcha applied in English language teaching just develop the aural skill and not effective for students' feeling.

Additionally, the Facebook platform does not significantly effect on students English skill too (Slim & Hafedh, 2019). In contrast, social media-based activities in English language teaching is effective learning because these platforms including website, Youtube and Line, Facebook, Google class, Duolingo and Edmondo truly bridges the material that presented by teacher to students can be understood well, getting information, knowledge and to increase students language and competency (Tantarangsee, 2017), (Ismail, 2019), (Arif, 2019). Besides, the researcher interested in theoretically investigate the diversity of social media platforms usage in Online English language and teaching (ELT).

DISCUSSION

Social Media Platforms in English Learning

Social media is characterized as forms of electronic communication as websites for social organizing and small scale blogging through which clients make online communities to share data, ideas, personal messages, and other substance such as videos and integrates innovation, social interaction, and substance creation to collaboratively interface online information (Agustrianita, 2017). As mentioned social media platforms in introduction, there are many ones that used in ELT but the most popular social media in Indonesia established in English language teaching are Facebook, YouTube, twitter, instagram, whatsApp, Google classroom and Edmodo (Tantarangsee, 2017), (Inayati, 2015), (Handayani, 2016).

Facebook

This impressive figure can be credited to the possibilities Facebook gives for its clients to share a huge sum of information and communicate with friends. Besides, Facebook permits its clients to send and get incite messages and mail and is an efficient implies of data sharing, socialization, and adjustment to college life among students and teaches and also it made a difference in understudies move forward their socio-pragmatic competence. Generally, it develops students' communication and dialect abilities *but specifically* utilizing upgraded students' oral proficiency, lexicon securing, and syntactic complexity (Slim & Hafedh, 2019).

YouTube

Since YouTube's rise to Web conspicuousness could be a reasonably later advancement, substantive insightful work into the impacts online video gushing can have in the classroom is reasonably inadequate. Additionally, using video clips in college classrooms and given a nitty-gritty method of reasoning and conceptual system for the hone. Its center is across the field of instruction in common rather than EFL or indeed SLA instructional method; in any case, his list of "learning outcomes" and audit of neuron-cognitive research are locking in and illuminating sufficient to justify thought by teachers inquisitive about incorporating video in their classrooms . Also, tragically, particular request into online video utilize within the classroom is reasonably rare. In light of the nonappearance of such investigation, this segment will use YouTube to reexamine a few center issues commonly found within the EFL and SLA dialog on the utilize of online recordings within the classroom (Watkins, 2011).

Twitter

Twitter can be a social organizing and microblogging benefit where Twitter clients share their suppositions, data, news, contemplations, and their feelings towards points. In terms of the precise definition of Twitter, agreeing to the trade word reference, Twitter could be a site that allows clients to distribute brief messages. It has 140 characters or less characterizing calculate of Twitter is that each Tweet has 140-character restrain, which confront of it appears to speak to an obstruction to compelling communication. Besides, it helps users to think and communicate more effectively, tweets can cover completely any points, no matter if it is within the field of medication, news, individual encounter, client benefit, shopping, eatery surveys or open occasions data. Twitter also allows students to develop their language (Allam et al., 2017).

Instagram

Instagram can be utilized as a source for applying several exercises in English language classrooms like storytelling in digital, linguistic use exercises through photographs, part plays, perusing, talking exercises through recordings etc. In this way, Instagram addresses to four language aptitudes to hone the dialect in and exterior the classroom. Also, a few ponders were conducted on Instagram for creating composing texts and increments students' inspiration to memorize and their cooperation to classroom exercises (Erarslan, 2019).

WhatsApp

The students cannot be isolated by their cellphones. They do a parcel of things on their cellphones like sending content, sound messages, uploading and uploading pictures and recordings, or fair browsing. Collaborative learning employments a collaborative device by combining students' collaboration, and it can optimize cellphone capacities for students learning forms to which enormously offer assistance instructors in instructing. It can be said that the integration of WhatsApp into their instruction will be simple, agreeable, and valuable. And understudies will get positive eagerly in learning related to the application of WhatsApp in their learning process (Afsyah, 2019).

Google Classroom

Google Classroom offers a stage of mixed learning in schools in arrange to rearrange making assignments and getting the review out to the students in a paperless way. This classroom encourages the instructors to form and organize assignments rapidly, give criticism proficiently, and communicate with their classes with ease online or mixing learning fashion of educating offers numerous preferences over the conventional classroom instructing fashion (Sukmawati; Nensia, 2019).

Edmodo

Edmodo has a few highlights as modes of evaluation, such as Test, Task, and Survey. These highlights are fulfilling a part for instructors to manage a precise and exact evaluation. In expansion, Edmodo permits instructors to evaluate students' language abilities utilizing diverse test designs, i.e. multiple-choice, exposition, test, composing, perusing comprehension test, understudy worksheets, etc. In this manner, Edmodo intervenes computerized classes in language education and serves as an appraisal mode (Sumardi & Muamaroh, 2020).

English learning activities through social media

Most striking of all is the self-evident high frequencies of materials acquisitions through social media such as YouTube, and informally with Facebook or WhatsApp. In terms of blended formal and informal learning to share and get materials with each other to total assignments, in expansion to the relationship between them outline that students were goal-oriented - materials procurement for task reason (Li, 2017), usually students use Facebook, WhatsApp, Twitter and Instagram to search information, share their idea and senses (Allam et al., 2017), (Erarslan, 2019). These are just additional tools to facilitate English language teaching because they provide a personal information (Bosch, 2009). Sometime, they are interesting social media to drill students' communication in the class that support the current social issue and contextualized into the real classroom environment (Handayani, 2016). Beside, the classroom activities can be designed either in dependent or independent, and also individual or in group class to improve written and spoken language (Afsyah, 2019).

Additionally, YouTube is more formal social media than others, it's specifically used by teacher to train student's listening and speaking skill, analyzing conversation that accessed from YouTube then performing in the class. This technique is effective enough for students' activities to encourage listening and speaking skill (Watkins, 2011) because it offers a riches of true and solid video materials, real-life illustrations and visual showings of the subjects and ideas secured in class, and interesting topic to discuss and build a critical thinking (Alnujaidi, 2017). In contrast, Google classroom and Edmodo are officially English language teaching platforms that don't organize the students' activities only but also the whole process of English learning based on the teacher and students needs (Sukmawati; Nensia, 2019), (Sumardi & Muamaroh, 2020). These

platforms are truly appropriate tools for teacher to share some kinds of files such as video, word, pdf and others in a big and small data to support material, feedback and test and assessment. Their features are more complete than YouTube, Facebook or WhatsApp, Twitter and Instagram.

Google classroom provides live streaming to conduct a synchronous class although in large number of students, it can effectively practice oral and aural skills in the classroom activities, and also establishing an asynchronous class to promote the student's writing and reading skills such as posting and commenting the idea. But in reading skill, teacher need to navigate students to specifically publish the references such as book, article or URL in the classroom setting.

CONCLUSION

Social media is absolutely required in English language teaching. The subjects and learning outcomes determine the matching social media English learning activities. There are three characteristics of each platform, the informal ones including Facebook, WhatsApp, Twitter to develop students' written and spoken skill. Then, semi-formal application is YouTube to increase students' listening and speaking skills. The last, officially platforms including Google classroom and Edmodo to encourage integrated skills of English language teaching is like speaking, listening, writing and reading.

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