

Social Media (SOSMED) Websites Based-Media in Teaching ESP: Possibilities and Challenges in Sociolinguistic Perspectives

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ABSTRACT

Students in higher education have been affected by the growing popularity of social media websites such as Instagram, particularly when the student's behavior on such websites is perceived to be inappropriate by the learning process and results. This has resulted in the occurrence of a phenomenon known as the popular where students are a center of learning for personal usage of social media. The goal of this research was to provide English learning materials for the English subject that adhere to the requirements for eligibility. The research approach used was design and development (D&D), and the preferred approach was a four-dimensional (4D) model (Define, Design, Development, and Dissemination). The instruments utilized in this study included a questionnaire. The outcomes of the instructional material design were validated by a panel consisting of two (2) media experts, two (2) language experts, and two (2) material experts. The validity and reliability of the instrument were evaluated using a sample size of 30 students selected using a purposive sampling technique. The findings show that Instagram as a social media platform for learning can interest students and found social media allows students to interact with others and information. This study was constrained by due to students' self-reported data. Social media benefits these individuals. Only first-semester English-major Instagram users were investigated. Education programs use social media and online communities differently than other universities. It's vital to study social media content types. Later study social media topic analysis. Qualitative research should examine how college students use social media.

Keywords: social media; website-based education; design and development

INTRODUCTION

There has been a lot of discussion on whether or not technological advancements fundamentally alter the processes of teaching and learning during the past few decades. It is arguable that the technologies that are arising and evolving in the twenty-first century, such as social media, have progressed in profoundly different ways in comparison to the technologies that came before them (Koehler & Vilarinho-Pereira, 2021). The term "social media" is commonly used to refer to new kinds of media that encourage individuals to participate in an interactive manner through the production and sharing of content that they have created themselves (Snelson, 2016).

Consumption of digital media has become one of the usual methods by which people in this society have access to news and points of view on topics that are relevant to social, political, cultural, and educational concerns (Zaleski et al., 2016). People are able to provide information and events that are not covered in the news (for example, cell phone footage of protest events), they are able to share their opinions, and they are able to engage with others regarding events that are reported in mainstream media through the use of social media (Dhir et al., 2013; Gholami-Kordkheili et al., 2013). Social media may be the best example of a technology that is profoundly different from and more powerful than prior technologies and offers new ways to engage with individuals that "admire" or "find intriguing" (Boyd & Ellison, 2008; Boyd, 2014). "Social media is a phenomenon" and "enabled an evolutionary leap ahead in the social component of online use" (Obar & Wildman, 2015). Social

media's properties aren't new, but their relation to one another because of networked publics generates new possibilities and challenges in education (Boyd, 2014).

At the same time, while social media is still only being implemented to a small extent in educational settings, it is becoming an increasingly popular method for conducting research. Furthermore, recent research and published works have shown that social media can be an effective instrument for fostering learning (Manca & Ranieri, 2016; Price et al., 2018; Tess, 2013). As mobile technology continues to advance, the convergence of mobile devices and social media platforms has emerged as a significant subject for educational study (Churchill, 2007; Obar & Wildman, 2015; Sharma et al., 2016). Educators must know what works and what can be improved to meaningfully integrate social media into teaching and learning. Mobile devices' accessibility, portability, interaction, and immediacy enable independent and diversified learning, which has been shown to increase students' enthusiasm to learn and participation (Anwas et al., 2020; Zheng & Yu, 2016). Despite the benefits, social media-facilitated EFL learning has drawbacks. Social media alone would confine student participation to informal contacts rather than the appropriate mix of formal and informal learning. English language learning must go beyond synchronous or asynchronous conversations with peers (Wang et al., 2016). Thus, we must study how EFL students might use social media to improve their English skills, particularly by establishing a suitable interaction mechanism (Xu et al., 2017).

Social media users can find a wide range of services to suit their preferences. Conversations on social media can be had aloud or written down, and can be either real-time (synchronous) or asynchronous (asynchronous) (Snelson, 2016). Multiple forms of media, including text, images, sound, moving pictures, computer-generated images, and simulations, and even user-generated content, are all viable means of communication in the realm of social media. Some of the information on social media platforms is written in a language other than English, which is widely recognized as a global language. According to Åberg et al. (2016), students can benefit from using digital learning tools like social media to enhance their writing abilities. It is demonstrated that online education increases student participation and interaction (student-centered learning). In particular, Mubarak (2016) found that the more heavily students used English-language online content, the more interested they were in learning English. The students' views on using the Internet for language study were found to be favorable (Gray et al., 2007; Sirivedin et al., 2018). Students can use the wide variety of social media content and borderless communication that it facilitates as a means to improve their English language skills. That is to say, if you want to improve your English skills, you can use social media as a platform to do so due to the fact, that using social media, practice can be done whenever and wherever is most convenient (Sakkir et al., 2016). The media's global reach extends to every language and culture, including the native ones. One positive effect of media exposure is the reduction in the need for more outgoing social behaviors, such as speaking English aloud. The English language can be better mastered by using social media every day for regular practice.

There has been a rise in interest in studying the efficacy of social media as a teaching tool (Liu, 2010). Sharing free and other resources online is becoming more commonplace even in the academic world (Veletsianos, 2013).

Graduate students in particular benefit from this shift since it opens up opportunities for them to connect with other professionals in their field, make academic connections with them, and network professionally (Romero-Hall, 2017). Past studies have found that college students like to read content from social networking sites. Even so, few are willing to put in the effort required for learning activities like social media posting and answering (Lin et al., 2013). However, the use of Facebook and YouTube, among other forms of social media, has been investigated in a variety of educational settings across cultural boundaries. Multiple research' findings suggest that the educational benefits of social media were well received in at least some cultures. Facebook and YouTube, for instance, have been reported to be widely used by college students in Saudi Arabia and Malaysia as resources for learning English (Khalid & Muhammad, 2012). Despite the generally positive findings obtained in these studies, scholars are divided on the topic. For instance, (Sutherland & Jalali, 2017) analysis of the

literature suggests that, because to the lack of editorial oversight, YouTube is not a very useful free resource for medical education especially in online engagement.

Online engagement of students by educators is becoming increasingly common as a cutting-edge strategy for advancing the learning process. Some educators believe that the incorporation of online resources, such as social media platforms, will be essential to the development of the educational system in the years to come (Anwas et al., 2020; Chang & Lu, 2018; Koehler & Vilarinho-Pereira, 2021). The question of whether or not educators should contact with students using their personal social media accounts has become more prevalent as the usage of social media in the classroom has become more widespread (Obar & Wildman, 2015; Sharma et al., 2016). Each student requires to have prior knowledge of the topic that is being discussed before they can begin a social interaction. Because the majority of the students' prior knowledge is, however, implicitly, a process is necessary in order to guide the learners through the process of explicating their knowledge. The researchers, at this point, believe that a structuralized process is beneficial for the learner in that it allows them to better explain their knowledge. Therefore, additional research needs to be done about the design of generating English teaching materials based on social media, as well as examining the potential and challenges for assessing the performance of learners in many aspects of learning outcomes.

As a result of the ideas presented above, social media and a concept each have the potential to promote and improve the learners' capacity for social interaction and the organization of concepts, respectively. However, a learner, when viewed from the perspective of social learning, such as sociolinguistics, necessitates an approach that blends those two useful mechanisms in order to develop their conceptions and circulate their ideas among their peers in order to obtain their responses. As a result, the purpose of this research was to combine the beneficial aspects of both of the aforementioned mechanisms in order to maximize the usefulness of the experience for students learning English as a foreign language. To be more particular, learning outcomes that combine the benefits of a concept and a social media platform of Instagram were established and elaborated in the English subject at Universitas Islam Malang (UNISMA). We reasoned that a comparison like this might provide light on how social media is being used by students from a wide range of backgrounds in higher education. The findings of this study may also be used as a framework for future investigations in related fields and disciplines.

METHODS

The method of research known as Design and Development (D&D) was the one that was used, and the 4D model was the technique that was applied (Define, Design, Development, and Dissemination). In the step known as "definition," both a needs assessment and English language instructional materials are included. During this stage, we will indeed be responsible for assembling the instrument grid and posting the question instruments on Instagram. Validating the query instruments that were developed and sent out to the experts is the final step in the development cycle. The material, the media, and the language all played a role in the validation of the instruments. After the instrument was validated, it was given to students at Universitas Islam Malang (UNISMA), which is located in Malang, Indonesia. These students were then evaluated on their performance on the instruments. After it was decided that the product met the required standards for quality, the step of diffusion was finished. In addition, students were given online surveys to complete in order to measure their reactions to the usage of Instagram as a social media platform for educational purposes.

The research instruments that were employed included the questionnaire and the test. This questionnaire sheet includes the validation sheets as well as the replies from the students. Validation for interactive questions based on Instagram can be done with the help of the validation sheet. All aspects of the document, including its content, its organization, and its language, are taken into consideration. The findings of the instructional media design were evaluated and validated by two media experts, two language experts, and two material experts. The validators would be able to confirm comments and suggestions in a column that is included on the validation sheet. The following

step in the pre-trial phase was to perform reliability testing on the items that would be on the test. Purposive sampling was used on a limited scale consisting of thirty students in order to assess the instrument's validity and reliability, both of which were proclaimed by the experts. A straightforward approach of presenting statistical findings was categorized with the help of an analysis of test item reliability carried out with the assistance of alpha Cronbach and SPSS 26. If the reliability coefficient value of an instrument is larger than 0.70 ($R_{11} > 0.824$), then the instrument is considered to be reliable. The research on the development of Instagram as a medium for English learning materials included the participation of six professionals, and the criteria mentioned in Table 1 can be used to establish the level of media validity in the following ways:

Table 1
Validity Criteria

Range Validity	Level of Validity
85.01% - 100%	Very valid, or can be used without modification
70.01% - 85.00%	Valid, or can be used with minor revisions
50.01% - 70.00%	Less valid or should not be used because it requires extensive revision
01.00% - 50.00%	Invalid or not permitted to be used

Both qualitative and quantitative information was included in the data set for this study project. The findings of the expert team test evaluation produced qualitative data, whereas the results of the initial field test produced quantitative data. Consequently, the results of the expert team test produced qualitative data. The collection of qualitative data was done with the use of a theoretical validation sheet. The theoretical validity sheet consisted of a number of Likert-scale questions, and the team of experts only provided checklist (✓) marks on the “1 (invalid)”, “2 (less valid)”, “3 (valid)”, and “4 (very valid)” in the available column according to the assessment. After that, they provided the conclusion by circling one of the options of feasible to use, possible to use with improvement, or not worth using. A survey is used to gauge the degree to which students have adopted Instagram as a form of educational media in their own practice. A Likert scale serves as the basis for the questionnaire's organization (Anguita, et al., 2003). The following choices were presented to respondents on the questionnaire: strongly agree (4), strongly agree (3), disagree (2), and strongly disagree (1). Adjustments are made to the findings of the calculation of student replies in accordance with the criteria presented in the following table.

Table 2
Criteria for Questionnaires based on Student Responses

Score	Category
80%-100%	Very interesting
60%-80%	Interesting
40%-60%	Less attractive
0%-40%	Not attractive

RESULTS AND DISCUSSION

The purpose of this research was to develop a set of English materials that would satisfy both the requirements for participation in the study as well as the participants' individual educational requirements. This study endeavor resulted in the exploration of the following findings for each stage of constructing a learning tool for assessment by making use of Instagram as a social media platform that is integrated into the learning process. These findings are illustrated in the sections that follow.

Define

As a consequence of the findings of the planned situation analysis (phase of defining the situation), which showed that the instructor wanted to utilize Instagram, a new type of English material in the English topic was developed in this study to meet this demand. The lecturer hoped, for a variety of reasons, that there would be acceptable online interactions that they could use to evaluate the students' level of comprehension of the English texts that they were studying. In the first place, instructors are unable to set up their own Instagram accounts because of the limited amount of time available to them, despite the fact that they have heavy teaching loads and other administrative tasks. Second, it might be challenging to find acceptable online interactions to participate in. According to him, some of the English resources that are at a student's disposal are not suitable for application with the resources that are taught in the practical curriculum. The instructors need to be given access to online English materials that can be accessed through Instagram. These materials need to be able to cater to students with varied levels of competence and cover all of the themes that are included in the course outline. When it comes to learning English as a foreign language, students at UNISMA who were enrolled in the first semester were deemed to be beginner learners of the language. They each have a unique set of skills in comparison to the others in their group. This distinction has an effect on the myriad of distinct learning processes that are carried out by each individual pupil. In light of these scenarios, each online English topic of English subject was established based on three levels of skill: basic skill, medium skill, and high skill. These levels are as follows: basic skill, middle skill, and high skill. In addition, the online English resources that the students were asked to complete had questions that required them to be able to identify the passage's primary concept, an expression, a detail, an implication, a reference, as well as an equivalent.

A set of preliminary phases of study called a needs analysis is done to assess the challenges that students confront while they are trying to acquire new material. A review of the relevant literature and an examination of the issues that have been the subject of prior research are both integral parts of needs analysis. According to the results of the research that was conducted, the literature study discovered that students do on occasion answer questions by making educated guesses. Students do not properly consider their responses in light of their comprehension of the questions (Ding et al., 2018; Dings & Spinath, 2021). While this is going on, (Lin-Siegler et al., 2016; Xiao et al., 2018) highlight the fact that the resources available online have a high degree of veracity when it comes to determining an individual's requirements. Because the students will receive quick feedback on their performance, the students' learning will become more efficient if the materials are administered on a consistent basis. Additionally, it is argued that the utilization of online English materials, such as the implementation of series online English materials, is believed to improve students' academic results more than the utilization of a standard test. This is because the utilization of online English materials is believed to improve students' academic results (Lê & Polikoff, 2021; Snelson, 2016).

Design

The design step consists of the production of the instrument grid, as well as the incorporation of English learning material and engaging questions using the application Instagram as a learning media employed. In order to determine the breadth of instructions for producing questions that will be utilized, the construction of the question instrument grid has as its primary purpose the determination of its scope (Khoiriyah et al., 2018). The goal of this stage is to facilitate the creation of an acceptable question instrument by making it easier to do so (Bennett et al., 1984). A significant portion of the total design process consisted of preparatory work for the research instruments, as well as the development of an early design for the instructional media to be used with Instagram (Liu, 2010; Romero-Hall, 2017). It was determined to use the media validation sheets as the learning media for this assessment tool, and it was decided to include them in the research instrument that was used to produce this assessment tool. This research instrument was used to construct this assessment tool. In addition to all of that, they checked the precision of the study instrument to see if it had been

manufactured appropriately or not. During this time, the preliminary layout of the educational media was finished, and it was then loaded into the program for Instagram, which was operating in the background. The purpose of conducting an examination of the content, media, and language of the assessment was to identify the concepts that were utilized in the instrument (Åberg et al., 2016; Gray et al., 2007). During the process of developing the learning media, the Competence Standard-Basic Competence (CS-BC) and learning objectives, as well as learning materials, learning videos, and learning evaluations, were all taken into consideration (Churchill, 2007; Tess, 2013).

Develop

The testing step is included in the development stage, which also includes the confirmation of the practicability of the assessment instrument by specialists through the utilization of Instagram. As part of this stage's activities, an expert validation was carried out in order to determine whether or not the contents designed, aspects of media and construction, as well as language, that had been developed were suitable for measuring the variables that were going to be evaluated. This determination was made in order to ensure that the next stage's activities would be effective (Åberg et al., 2016). Validation by experts was accomplished, and after obtaining permission from the relevant authorities, the researchers carried out restricted trials and primary research in the different sectors to which they belonged. Some validators have made adjustments and suggestions based on their findings during the validation process in order to achieve the most appropriate aspects involved for measuring what is being measured. This is done in order to obtain the most accurate results possible from the measurement (Fraenkel et al., 2012). As a consequence of this, it was decided upon the recapitulation outcome of the theoretical validity interpretation of the initial product's material features in accordance with the validation criteria, as shown in the table that follows.

Table 3

Aspects of Theoretical Validity In Initial Product Materials Interpretation

Rate Aspects	Validation of Accomplishment (%)	Criteria
Media	89.15	Very valid
Construction	86.05	Very valid
Language	87.20	Very valid
Average	87.46	Very valid

When considering the validation achievement criteria set by (Ledesma et al., 2002), the data that are displayed in the table that is located above indicate that the theoretical validity of the first product construction aspect can be categorized as "Very Valid". According to the findings of the validation, the percentage of the material rate media aspect that was completed by specialists was 88.25%, the percentage of the construction aspect was 88.45%, and the percentage of the rate aspect of the language used was 86.55%. The statistics showed that the validity level of English materials collected through the Instagram application satisfied very valid requirements, and because the proportion gained was larger than 85%, these materials could be used without requiring any modifications (Natalia et al., 2018). The development outcomes produced very good validation findings from experts, suggesting that the evaluation instrument of English contents via Instagram was practicable to use with very good criteria. This was determined by the fact that the instrument met all of the aforementioned requirements. They gained a great deal of new experiences as a result of conducting online evaluations with the English resources using the Instagram program. The process of using Instagram was similarly uncomplicated. The feedback of students who were able to acquire the material easily and quickly makes this very clear. The findings of the research as well as the recommendations from earlier studies led to the conclusion that the assessment instrument should be designated as the assessment instrument for use in the classroom if it satisfies the validity criteria of

the “valid” material aspect, the “valid” construction aspect, and the “valid” language aspect (al Alhareth & al Dighrir, 2014). A material aspect test was carried out by the specialists in order to ascertain whether or not the evaluation tool was practically viable. In the context of this research, the term “material validity” refers to the degree to which the materials of an instrument are consistent with learning indicators. It was discovered that the validity of the instrument material was connected to the levels of appropriateness and competence representation that students needed to get in order for the process of instrument improvement to be considered finished (Hettiarachchi et al., 2014).

Disseminate

After that, the last part of this research would involve figuring out how students feel about the possibility of using Instagram as a form of educational media. According to the findings from all of the things under consideration, objective questions that have been appropriately developed are valid and trustworthy instruments for measuring students’ meaningful grasp of the concepts. This is the consensus across all of the topics that were looked into. The outcomes of this study provide support for evidence-based recommendations (Zhan & Mei, 2013) about the effectiveness of conceptual questions in assessing aspects of their level of understanding. These recommendations have been published previously. The reliability of the questionnaire's results was evaluated with the help of SPSS 26 with the help of the Alpha Cronbach's coefficient. A coefficient of 0.824 was used to determine that the reliability of the questionnaire as a whole was reliable, and the reliability of the questionnaire was certified reliable (Ledesma et al., 2002). It is essential to give due consideration to the practicability of assessment tools in terms of the simplicity with which they can be utilized. This element of the assessment instrument covers the appearance and layout of the assessment instrument, as well as the application of the assessment instrument. It also includes a portion of the contents of the assessment instrument. The general appearance and layout of this evaluation instrument are determined by its content, presentation, and visual design. Following the completion of the research, students were given a questionnaire to fill out, the results of which were assessed utilizing said questionnaire. The information is summarized in the table that follows.

Table 4

Students Responses Recapitulation Results

Indicator	Percentage	Criteria
Attractiveness	88.85	Very interesting
Content Quality	86.25	Very interesting
Language	89.05	Very interesting
Convenience	82.75	Very interesting
Average	86.72	Very interesting

The overall average of the four indications is 86.72%, with the majority of the criteria being especially “very interesting”. This research is supported by the average results of the four indicators, which include some highly intriguing criteria (Mubarak, 2016; Sun et al., 2021). In terms of appeal, 94.55 percent of those who participated in the survey identified the highly attractive criteria as the most significant factor to consider. Then, when it came to the evaluation of the content, it showed a score of 86.25%, which was categorized as extremely intriguing. In addition, the results of the linguistic survey showed that 89.05% of respondents thought the topic was extremely fascinating. Last but not least, the ease of use offered by Instagram accounted for a substantial percentage of the 82.75% of responses that were rated as extremely fascinating. Students might be motivated to put in more effort on their homework if they utilize the Instagram app on their learning is so interesting to interact with (Dinah m. Boyd & Ellison, 2008; Xue & Churchill, 2019). Additionally, it is specified that using Instagram as a social media platform for learning can boost student participation and engagement,

and research backs up this definition (Gholami-Kordkheili et al., 2013; Koehler & Vilarinho-Pereira, 2021; Tess, 2013). Studying with social media was found to be a highly motivating experience for participants, and the questions themselves were found to be easy to understand and practical to use in evaluating English learning, as evidenced by the data collected via a questionnaire. In addition, the participants found that the questions themselves were easy to understand and practical to use in evaluating English learning.

As a result of the findings, it has been determined that students can be engaged in learning activities through the use of Instagram as a social media platform for learning activities. This finding is confirmed by earlier studies that looked at related topics and argued that social media offer students' opportunities to connect or associate with other people or knowledge (Liu, 2010; Romero-Hall, 2017; Sutherland & Jalali, 2017). These connections and associations have the potential to take on a variety of forms, including the following (Wang et al., 2016): interactions and collaborations between learners and others (such as peers, instructors, or experts); interactions and collaborations between learners and diverse contexts (such as in informal or formal settings); sharing of educational resources in a variety of integrated and diverse formats (e.g., integration of platforms in one place for discussion). When looking at the results based on the interactions of students, the findings suggest that certain students have a definite inclination toward the use of the social media spaces that are associated with their program in the English subject. In particular, those who study online claim to supplement their education with the content that is posted on Instagram as a social media space, and they use these spaces to build a community of fellow students with whom they can share their educational journey. These findings are consistent with those that have been presented in prior study on the topic of online students, which discovered that online students frequently experience feelings of isolation (Liu, 2010; Sutherland & Jalali, 2017; Veletsianos, 2013). When students and professors participate in synchronous or asynchronous virtual classrooms, they avoid the face-to-face interactions that are typically required by institutions (Gray et al., 2007; Mubarak, 2016; Sirivedin et al., 2018). It makes perfect sense for students who attend classes online to seek out online togetherness through the social media channels provided by their school in order to engage and communicate with their fellow students in a community setting.

In general, the findings of this study indicate that students' use of social media platforms like Instagram, which were designed specifically for student learning activities in the English subject at UNISMA, can be beneficial in certain respects, including the ability to share, discuss, trade, and learn new information. The students will test their own preconceived notions about how instructional design should be done and will be exposed to a variety of points of view during this process. According to the findings, the students' perspectives, experiences, and general knowledge on the application of social media in educational settings are significantly altered as a direct result of participating in these activities. Students will continue to learn and develop as professionals even in more traditional learning environments, provided that they are exposed to information that is pertinent to their development. Administrators and faculty members need to be aware of this fact. When contributing to the social media channels of a graduate program, faculty members and other contributors, including other contributors, should be thoughtful in their posts.

CONCLUSION

This research comes from the significant limitation of relying on self-reported information from the graduate students who took part in the electronic questionnaire for its data collection. These individuals have their own individual perspectives regarding the ways in which they make use of social media and the benefits that accrue from their engagement. This analysis is limited in scope because it only looks at Instagram users who are in their first semester of school and whose subject is English. It is possible that graduate programs in other fields will use and participate in online communities and social media very differently than those in the field of education. It is necessary to do additional study in order to further investigate the several content categories that are posted throughout the social media platforms utilized by graduate schools. It's possible that in the future, research investigations

will centre on doing a thematic analysis using various social media platforms. Additionally, future study should include a qualitative component that is more in-depth in order to provide greater explanation on the use of the social media spaces of a program by students enrolled in different levels of higher education.

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