

Students Use of Social Media for Collaborative Completion of Take-Home English Tasks

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Abstract—This paper discusses the use of social media for students at SMAN 1 Jonggat in completing their take-home English tasks. This is related to industry 4.0 that focuses on the use of internet and social media. This study uses quantitative and qualitative methods as it uses a quantitative and descriptive survey employed and the instruments used are questionnaires and interview to derive responses from 100 students who were selected randomly from IPA (natural sciences) and IPS (social sciences) majors. The finding shows that 95% of the students active in using social media as they are in touch with smart-phone and vary around 30 minutes to 6 hours in a day. The students use social media commonly to interact with people, to share information, and for the purpose of group discussion, students rarely use the social media. In addition, it indicates that most of students agree to use smart-phone and social media during learning time and a small number of students disagree, and absolutely the use of social media during learning time is based on students' opinion and need. However, student learning obstacles are also caused by the lack of facilities provided by the school.

Keywords— *Social media, descriptive survey, questionnaires, interview, smart-phone.*

I. INTRODUCTION

The educational system in this era continues to develop and be renewed with the aim of increasing the learning in teaching and learning activities in schools. Malan [1] states that the purpose of education is for creating teaching and learning environments that would bring changes to learner's desire to learn. It is whether to be more knowledgeable, better skilled or to influence their attitudes and values positively. This relates to the paradigm shift which implies that a school or an institution is a means of giving instructions, but the paradigm is now shifted that school and institution are now a place of producing learning activities.

This paradigm shift is closely related to the change of the traditional learning styles to the modern learning styles. Robert & Tagg [2] state college is an institution that exists to provide instruction. Likewise, this is not far from the role of teachers in schools that has changed from the role of information and lessons providers that now have turned into facilitators who do not have to always provide subject matter to students. This is clearly seen from the desired changes in order to make students more knowledgeable and have a variety of skills according to what is stated in the 2013 curriculum.

From the changes in learning styles, the 2013 curriculum explained that students must know what they are learning and how they access the knowledge or materials individually or in groups. This shows the role of the teacher as a facilitator which causes the learning system is now centered on students

or commonly called as student-centered learning. In other words, the presence of teachers in the classroom during the teaching and learning process is now not a necessity because students must be creative in various ways to keep learning and develop their knowledge to the maximum extent as possible.

This is relevant when discussing and using Industry 4.0 that refers to a further developmental stage in the organization and management of the entire value chain process involved in manufacturing industry [3]. In this new type of industry, the concept is about 'internet is a need' or such a similar name which refers to the transformation of methodology from the industry 1.0, 2.0, 3.0 into industry 4.0. Those kinds of industry eras had been developing until they come to the time of industry 4.0 where everything can be done easily through internet. The supporting statement is from Batane that the access to mobile phone can gain a lot of popularity which is especially among young people [4].

Modern learning systems that require students to learn independently make them need adequate facilities and infrastructure to support their learning activities. Facilities and infrastructure of course must be provided by the government to be able to support the smoothness and success of students in learning activities and get a good outcome. Facilities and infrastructure include all facilities that should be available and can be used for teaching and learning activities in schools. It is in line that a school must have facilities that support teaching and learning activities in order to have comfortable and convenient learning and teaching process. Without the existence of adequate school facilities, teaching and learning activities in schools will be dissipated [5].

In responding to the existence of these facilities and infrastructure, it was not free from the completeness of the existing facilities that are compared to the number of students in the school that may use the facilities. This is due to the independent nature of the teaching and learning process where for many schools, the available facilities are certainly inadequate because of the large number of students that need the same facilities which could not be fulfilled overall by the government. Besides, BSNP Indonesia announced about school facilities that should be fulfilled in the Regulation of the Minister of National Education of the Republic of Indonesia relating to Facilities and Infrastructure Standards [6]. However, to implement these government regulations relating to educational facilities and infrastructure is very difficult, thus making students and teachers use additional materials. One way is that students and teachers both learn through online materials and remain under the guidance and supervision of the teacher.

Therefore, it takes the creativity of students to learn independently and or in groups through the internet facilitated by smart-phones and other social media. However, this smart-phone facility is not possible to be prepared overall by the government so that students must search for online materials and discuss it with the group both directly and through social media to complete school tasks, especially in English tasks. And in this case, there is no guarantee that learning individually or with groups might make students succeed in all academic aspects. Therefore, this study aims to find out the use of social media for students of SMAN 1 Jonggat in completing their take-home English tasks.

II. METHOD

The study uses a qualitative method in order to find out the use of social media for students of SMAN 1 Jonggat and this also shows the use of descriptive survey in this study.

The information of the population and sample of grade 11 is necessary to observe. The grade 11 was chosen to be the sample of this study because it is the most reliable grade where the students have known the condition and situation of the school better than grade 10, while grade 12 was hard because this grade is at a serious level of study which cannot be disturbed. The information of population and sample in grade 11 is important to show that the probability of sample's result is able to be achieved based on random technique of selection. The 100 students were not the total students of grade 11 but that is the 30% of students at grade 11. Then, names or numbers were selected randomly from the attendance list that the chosen students were hoped to have an equal chance to participate. The participants were divided based on the level of class and each 25 participants were sampled using a simple random sampling as they had the equal chance of being selected.

There are two instruments used in this study such as questionnaires and interview. The questionnaires consist of 4 sections: (a) access to social media platforms; (b) time spent on social media; (c) activities students engage in on social media; (d) social media and learning. The arrangements were made with teachers as we used the teaching time to ask permission to give students questionnaires to be answered and for purpose of interview, two students from each class were involved.

This study is analyzed using a qualitative method that does not need statistical package but the descriptive one. The descriptive explanation used to describe the findings of the analysis while all questions in the interview were identified according to the context use and then being summarized.

III. RESULTS AND DISCUSSION

The study involved 100 students as random sampled participants because they were selected randomly from four different classes at grade 11 both from IPA and IPS majors.

A. Access to Social Media

TABLE 1. OWNERSHIP OF SMART-PHONE AND ACCESS TO SOCIAL MEDIA

Response	Ownership	Access
Yes	93	95
No	7	5
Total	100	100

From the results of this study, it was found that the access to the use of social media by SMAN 1 Jonggat students was shown from the number of smart-phone ownership which almost entirely that is 93 students have the smart-phone, while 7 students did not have a smart-phone, and this indicated that those students still using a basic type of phone or borrowing their parents' and even brothers' or sisters'. This result is not surprising because smart-phones in recent years have had significant usage and trends. This makes it easier for students to access various forms of information. Outside of 100 participants who have smart-phones, on the average they have a variety of applications that are downloaded from the smart-phone such as Facebook, WhatsApp, Instagram, Line and the like so that they can easily access information and communicate with other people. In addition to accessing public information, they stated that they were very lucky because they live in this era where they easily complete assignments and lessons from the results of group discussions and self-search on internet for more information. This is due to the easy use of social media and other internet sources as Neal in Mushtaq [7] states about the term of social media relates to the many easy-to use services that anybody can use to interact with other people online such as Facebook, Youtube, Blog, Twitter and so on and so forth.

With regard to smart-phone ownership and access to social media, more than 80 participants (80%) have smart-phone and the access to social media.

B. Time spent on Social Media

TABLE 2. TIME SPENT ON SOCIAL MEDIA

N	Time spent	Students
1	30 minutes – 1 hour	12 students
2	1 - 2 hours	27 students
3	2 - 5 hours	35 students
4	3 – 6 hours	26 students
5	More than 6 hours	-
Total		100 students

Smart-phone ownership is also a strong trigger to spend a long time to use it. The use of smart-phones is certainly outside school hours because they are not allowed to bring cell phones to school. From the results of the study, students who were on the average use, students who were in touch with social media around 3 to 6 hours are 26 students, students who were in touch with social media around 2-5 hours are 35 students, 27 students were in touch with social media around 1 to 2 hours, and 12 other students were in touch with social media for around 30 minutes to 1 hour per day. Thus, the need of students on using smart-phone make them hard to not open their social media account as it is shown that more than 50 students were in touch with social media for more than 2 hours in a day.

C. Activity Students Engage in on Social Media

TABLE 3. ACTIVITY STUDENTS ENGAGE IN ON SOCIAL MEDIA

No	Activity	Number of students do the activity
1	Chatting or interacting with friends	42 students
2	Group discussion related to school	17 students

	assignments and information	
3	Connect with family and old acquaintances	10 students
4	Search for entertainment	25 students
5	Search for latest news	6 students
Total		100 students

From the result on the table above, students that use social media to chat and interact with their friends are 42 students and there are 17 students that use social media to do group discussion related with school assignments and information. There are 10 students that use social media to connect with their family and old acquaintances, while the 25 students use social media to search for entertainment and the last 6 students use social media to search for latest news. In hence, social media are commonly used to chat or interact with friends and group discussion by more than 50 students.

D. Social Media and Learning

TABLE 4. AGREE ON USING SMART-PHONE AND SOCIAL MEDIA DURING LEARNING TIME

Agree	Students
Strongly Agree	20 students strongly agree
Agree	48 students agree
Disagree	15 students disagree
Strongly Disagree	17 students strongly disagree
Total	100 students

There are 4 options in the questionnaire to show the 'agree' of using social media by students during learning time such as: strongly agree, agree, disagree, and strongly disagree. From the four options, the option 'strongly agree' was chosen by 20 students, the option 'agree' was chosen by 48 students, while option 'disagree' was chosen by 15 students, and option 'strongly disagree' was chosen by 17 students. Finally, the option that was chosen by students is merely caused of their different opinion and need that it can be seen from students' choice of option where more than 50 students commonly agree to use social media during their learning time, of course out of school time.

E. Result of Interview

From the interview of 8 sampled students who were selected randomly, they were active in participating by answering 4 questions such as: (1) How often are you in touch with social media after your school time?, (2) Do you think that smart-phone and social media are really important for your social and school life?, (3) How do you use smart-phone and social media in your daily life?, and (4) If you live on an era without internet and smart-phone (modern technology), what do you think about the way of searching more information related to school assignments and information?. The answers from the 8 students are varied and those answers are simplified like this: (1) From the eight sampled students of interview, there are 4 students that answer if they are in touch with their smart-phone and social media for around 4 to 6 hours, besides there are four students who are reported to be in touch with their smart-phone and social media less than 4 hours. (2) All the interviewed students said that smart-phone and social media are both important for their social and school life. (3) There are 5 students that said if they use smart-phone and social media mostly to communicate with their friends and relative

and rarely use them to collect or search for materials related to school assignments and information and the 3 students rarely use their smart-phone for communication. And (4), Four students that were interviewed gave an acceptable reason for feeling difficulties without internet and the answers are almost similar, it was commonly answered by them that the difficulty is caused by the school that the library does not provide enough books related to what they are asked to find out, while the 4 other students gave a common reason that said they love to use smart-phone for communicating, therefore they will get difficulty if there is no internet like the old days. To conclude, the 8 interviewed students commonly answer that they need smart-phone and social media for both social and school life.

IV. DISCUSSION

A. Access to Social Media

The obvious thing is that most people have social media accounts, of course, with the ownership of a smart-phone or computer or laptop but it does not mean that they can fully access them. This is one way for students to work more easily on assignments or exchange information either in groups or individuals and which the results can be collected to the teacher in 'class' time. This shows that social media can also be used for academic purposes. This is as related to Ali [8] that stated if the technology can strengthen learning and dominate over the conventional methods in many aspects. Related to this, proving that in this era of human interaction is now not limited to direct meetings, but can be via cell phone, smart-phone, laptop, or even computer.

B. Time spent on Social Media

From this study, 95% of students have active social media accounts and also active in using them. However, this is not surprising anymore related to the era of industry 4.0 where many things can be done via internet. This can be seen from the results of research conducted by the Indonesian Ministry of Communications and Information Technology where the majority of teenagers have owned and used social media for more than one year connected through many media such as laptops, computers and also the presence of smart-phones.

C. Access to Social Media

The access to social media is done through smart-phone, laptop, or computer in which shows that not all students have smart-phone but still can access social media through other devices such laptop or computer. The number of students that use social media to chat or interact with their friends are 42 students and students that use social media to do group discussion related with school assignments and information are 17 students while there are 10 students who use social media to connect with their family and old acquaintances. Besides, there are 25 students that use social media to search for entertainment and the last 6 students use social media to search for latest news.

Based on this number of students that do activity on smart-phone, laptop, or computer the subject matter is a small part of what they talk about or discuss with friends or

class groups. This refers more to non-school assignments that have more value than students' daily values such as scientific work, final exam questions and other things. It is not far from the similar study that young people mostly used the internet for entertainment and communication [9]. This is due to the advantage of internet where it is not only used for academic, but also can be used for academic purposes by which it may help students and teachers find other ways of utilize this avenue to improve the lives of young people [4].

D. Social Media and Learning

Based on the results of this study, many students spend 6 hours of their time for social media for many purposes. Khan [10] argues that social media might affect badly on the academic life and learning experiences of the students. This means that the more often and longer they are trapped in the social world, it can interfere with students in academics and other social matters. But on the contrary, if students use social media to discuss their lessons and find solutions, then this can be a way to increase students' awareness about the importance of finding additional material and discussing it. Kuppuswamy and Narayan [11] found that social networking websites distract students from their studies, but these websites can be useful for education based on sound pedagogical principles and proper supervision by the teachers.

However, students give more positive comments related to the use of social media in learning. This is absolutely due to the emphasis on the curriculum system and the teacher's emphasis that students must be creative and develop their talents and skills to the maximum level, in which absolutely can be done by searching and finding additional material and discussing it with friends, and of course always in the supervision and guidance of teachers, parents, and people around them. It is in accordance with a result of a study of Kuppuswamy and Narayan and they [11] say that social networking websites have both positive as well as negative impact on the education of youth, depending on one's interest to use it in a positive manner for his or her education and vice versa.

E. Discussion Related to Interview Result

From the interview of 8 sampled students who were selected randomly, they were active in participating by answering 4 questions in the interview such as: (1) How often are you in touch with social media after your school time?, (2) Do you think that smart-phone and social media are really important for your social and school life?, (3) How do you use smart-phone and social media in your daily life?, and (4) If you live on an era without internet and smart-phone (modern technology), what do you think about the way of searching more information related to school assignments and information?. The answers from the 8 students are varied and those answers are simplified like this: (1) From the eight sampled students of interview, there are 4 students that answer if they are in touch with their smart-phone and social media for around 4 to 6 hours out of school time because it is related to the rule of school that students are not allowed to bring smart-phone to the school, besides the four students are reported to be in touch with their smart-phone and social media less than 4 hours. (2) All

the interviewed students said that smart-phone and social media are both important for their social and school life because those two things may give them more advantages rather than disadvantages. (3) From the 8 interviewed students, they use smart-phone and social media both for communicating with friends and relatives, and searching for new information. There are 5 students that said if they use smart-phone and social media mostly to communicate with their friends and relative and rarely use them to collect or search for materials related to school assignments and information and the 3 students rarely use their smart-phone for communication. And (4), the 8 students were asked "what if they live on the era without internet, smart-phone and the social media?", all of the students answered that they may have much difficulties on searching more information and material related to school assignment. Four students that were interviewed gave an acceptable reason for feeling difficulties without internet era, it was commonly answered by them because the school library does not provide enough books related to what they are asked to find. To conclude, the 8 interviewed students commonly answer that they need smart-phone and social media for both social and school life.

V. CONCLUSION

To conclude, the industry 4.0 with a focus on the use of internet and especially social media is a new benchmark in education system around the world. This is where students are required to look for additional material on their own in order to develop better skills as the modern learning system that also requires students to learn independently, which of course is under the supervision and guidance of teachers. Relating to this, students of SMAN 1 Jonggat use social media as most of them have smart-phone and students are in touch with social media in their smart-phones around 30 minutes to 6 hours in a day. The students use social media mostly to interact with people, to share information, and a small number of students that use social media to discuss in group discussion relating to school assignments and information. In addition, this study indicates that many students agree to use smart-phone and social media during learning time and a few students disagree, and absolutely the use of social media during learning time is based on students' opinion and need. Besides, the result of the interview is concluded as all of the interviewed students agree that smart-phone and social media are important for their social and school life. However, student learning obstacles are also caused by the lack of facilities provided by the school.

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