

SOCIAL MEDIA AS STRATEGY TO IMPROVE STUDENTS' MOTIVATION AND PARTICIPATION IN ENGLISH SUBJECT

Nafisah Endahati¹, Rudha Widagsa²

University of PGRI Yogyakarta

¹nafisah@upy.ac.id

²widagsa@upy.ac.id

ABSTRACT

The objective of this study is to test the learning model of blended learning by using social media as a learning tool to improve students' participation and motivation in English subject. The study implemented quasi-experiment to collect data by using questionnaire. The respondents were the students of the Elementary School Teacher Study Program, University of PGRI Yogyakarta. The 70 respondents were divided into two classes. The first class was the control group, while the second class was the experimental group. In the control group, English subject was taught by implementing the conventional class model. The students in the experimental group were taught by the blended learning which was the combination of the classical and online model through social media. Following the process, pretest and posttest were applied and statistically analysed to support the data. Facebook is used as the online media due to the number of users in the university.

The result of the study proves that English learning process by using blended learning method with social media help students' motivation and participation. It is proven by the result score of the questionnaire which indicates highest score; 4 or 5. It concludes that students in experimental group are more motivated than them who are without treatment. Based on the data, 85% students are involved in the English learning by implementing the blended learning model using social media. They participate in learning English subject. In addition, the posttest result of the experiment shows that there is a significant different between control group and experimental group, the experimental group is better than the control group. The implementation of blended learning model as an effort to improve the students' participation and motivation remains successful.

Key words: blended learning, social media, motivation, participation

ABSTRAK

Penelitian ini bertujuan untuk menguji model pembelajaran blended dengan menggunakan media sosial sebagai alat pembelajaran untuk meningkatkan partisipasi dan motivasi mahasiswa belajar bahasa Inggris. Penelitian ini dilakukan dengan menggunakan metode kuasi-eksperimen dengan mengumpulkan data melalui tes dan kuesioner. Responden dalam penelitian ini adalah mahasiswa Program Studi Pendidikan Guru Sekolah Dasar sejumlah 70 mahasiswa yang terbagi dalam dua kelas yaitu kelas kontrol dan eksperimen. Kelas kontrol diberikan proses pembelajaran secara konvensional, sementara itu kelas eksperimen dilaksanakan pembelajaran blended yaitu kombinasi antara model klasikal dan pembelajaran online

melalui media sosial. Media sosial yang digunakan dalam penelitian ini adalah facebook yang semua mahasiswa telah memanfaatkannya.

Hasil penelitian menunjukkan bahwa pembelajaran bahasa Inggris melalui model blended dengan memanfaatkan media sosial terbukti meningkatkan motivasi dan partisipasi mahasiswa. Hasil kuesioner menyatakan bahwa mahasiswa di kelas eksperimen memperoleh nilai tertinggi yaitu 4 dan 5. Motivasi mahasiswa kelas eksperimen dalam belajar bahasa Inggris lebih besar daripada mahasiswa dalam kelas kontrol. Partisipasi dalam belajar bahasa Inggris mahasiswa di kelas eksperimen lebih besar dari mereka yang tidak mendapatkan perlakuan pembelajaran blended. Hasil posttest menunjukkan terdapat perbedaan yang signifikan pada kelas kontrol dan kelas eksperimen, kelas eksperimen lebih baik daripada kelas kontrol. Implementasi pembelajaran blended dalam pembelajaran bahasa Inggris dinyatakan berhasil.

Kata kunci: *pembelajaran blended, media sosial, motivasi, partisipasi*

A. BACKGROUND

In Indonesia, the previous learning process of English given to students was mainly conventional method. They learned only the English structure. The goal of the teaching process was not to communicate in English but to comprehend the English structure. The students were not trained to improve their communicative competence. They were not allowed to engage in communicative activities, consequently, learners of English are not able to practice their spoken English in real international communication. Focusing on English structure comprehension might lead to the low students' performance on English. The incompetent students were not mainly caused by the conventional method, but number of meetings or teaching hours also plays crucial role in language learning.

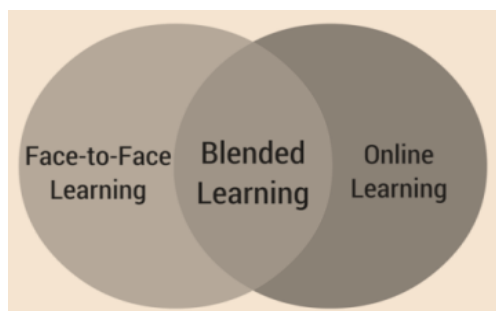
Many studies had proved that conventional method led students to become low motivated and participation in learning English. They remained silent in the class because of less chance to produce English. As mentioned, students were given limited time to participate in producing English. Students also thought that learning English goal was only to fulfill the minimum requirement of passing the level of education. Generally, it can be concluded that it is needed a new strategy of teaching English to students.

Learning English as a foreign language requires huge amount of input, meet-up class once a week is not sufficient for learning foreign language. Students need much more exposure to produce written and oral English. Therefore, a new teaching strategy should be well implemented. Educators must find different solutions to raise up the flexibility of education. It means enabling flexible ways of participation (Wyk, 2014). One way to get learners' motivation to participate in language learning is to provide education by blending together face-to-face and e-learning methods (Hakala & Myllymäki, 2011)

Given the importance of foreign languages and taking into consideration the limitations of classical learning contexts, many online virtual communities are gaining ground as potential tools that could improve foreign language learning (Faizi, Afia, & Chiheb, 2014). Nowadays, social media and other online technologies have important role in assisting language learners to go beyond the classroom walls and practice their communication skills.

Educational technology and e-learning have improved substantially in the teaching process of the subject given (Banyen, Viriyavejakul, & Ratanaolarn, 2013). Learning process will be fun if the teaching model is the combination of conventional and online/e-learning models which is not limited by time and space. Collaboration of conventional learning model and technology-based learning model is called blended learning. The term comes from the

word *blend* which means become or mixed (Hakala & Myllymäki, 2011). Blended learning model can be illustrated with the diagram below.



Picture 1. Blended Learning

Blended learning is a combination of face-to-face teaching and online learning is called the blended learning model (Dziuban, Florida, Pitoyo, Atmoko, & Si, 2004). (Obiedat, Eddeen, Harfoushi, Koury, & Alassaf, 2014) add that blended learning has many advantages over E-learning; the most important one is that Blended learning participants being able to socialize face-to-face interaction in order to motivate the less independent student. Blended learning has many advantages over e-learning, one of them is that blended learning participants are able to socialize face-to-face interaction in order to motivate the less independent students (Obiedat, Eddeen, Harfoushi, Koury & Alassaf, 2014). In relation to learning styles, a dependence on the conversation within the learning process may become an obstacle to those students who are not capable of discussions.

In this study, it would be described the blended learning solution to gain students' motivation and participation in English learning. It is used social media as an online tool of blended learning. Social media is a modern improvement of technology internet-based that enables users to communicate, share ideas, and make a community by posting blog; updating status in Facebook, Twitter, Blackberry Messenger, Whatsap, Wechat; or uploading video through Youtube that can be accessed to all internet users in the world (Zarella, 2010).

Some people have a notion that communication by using social media lead to bad writing and ungrammatical writing. However, many studies prove that social media improve writing performance. In the conventional class, students write to their teacher, but by using social media students will pay more attention to writing because of wide readership.

The growing of social media potentially widens opportunity and supports students' participation in learning effectively as well as facilitates them to be autonomous (self-learning) learners without time and space constraint (Hall 2009; McLoghlin and Lee, 2010). Social media support students' motivation and participation in learning English by connecting the participants in communication and share ideas by using target language.

In spite of taking advantages of social media, students now tend to use social media only as a tool to show off such as updating status and uploading selfie photos. In University of PGRI Yogyakarta, Indonesia, according to the data from The Information Technology Center (PPTIK), almost 90% students access wifi to get connected to social media. The most used social media in the university is Facebook. Thus, based on the data, it is decided to use Facebook to be implemented as the online teaching tool.

B. METHOD

This study involved 70 students of the Teacher Training Education Study Program, Faculty of Teacher and Education, University of PGRI Yogyakarta. They took English as a general subject. The respondents were divided into two groups. The first group was the experimental group where students learned with the blended learning model. While the second group was the control group where students received the material through conventional model, without any combination or social media application.

The study was conducted by quasi-experimental method. It was to compare students' participation and motivation in learning English subject by using blended learning model and whom were using conventional model. In the process of learning, those two groups received the same material by using face to face learning model in one semester, but the experimental group were given time and chance to learn English using online-based social media. The group took longer time to study and discuss as well as participate in learning process.

The instrument used in the study was motivational questionnaire adopted from Keller (1987) with 10 questions rated from 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, and 5 = strongly agree. Here is the table of the questionnaire.

Table 1. Questionnaire for Measuring Motivation

	Motivation		Scale				
	English	Bahasa Indonesia	1	2	3	4	5
1	I enjoy studying English.	Saya senang belajar bahasa Inggris.					
2	I actively participate in the activities of this course.	Saya secara aktif terlibat dalam aktivitas kelas ini					
3	I think the given tasks are not too difficult.	Saya rasa ujiannya tidak terlalu susah					
4	I am very satisfied with the course.	Saya puas dengan perkuliahan bahasa Inggris					
5	I feel confident that I will do well in this course.	Saya merasa percaya diri bahwa saya akan mengikuti perkuliahan dengan baik.					
6	The content of this course is useful to me.	Isi perkuliahan ini sangat berguna bagi saya					
7	The content in this course motivates me to learn.	Isi perkuliahan memotivasi saya dalam belajar					
8	The activities in the course capture my attention.	Aktivitas di kelas ini menyita perhatian saya					
9	This course can develop my language proficiency.	Perkuliahan ini dapat meningkatkan kemampuan bahasa Inggris saya					
10	The amount of work in the course is suitable.	Jumlah kegiatan dalam perkuliahan proporsional.					
Total							

The questionnaire for measuring motivation is given to both control group and experimental group.

To examine students' perceptions and attitudes about using social media for learning foreign languages, a research study was carried out by administering a questionnaire consisting of a series of questions. The following table is the table of attitude towards social media.

Table 2. Attitude towards Social Media

No	Attitude towards Social Media
1	Social Media allows me to contact my teacher and peers outside classroom.
2	Social Media is convenient to use in learning.
3	I feel comfortable when interacting online via Social Media.
4	Social Media saves time by doing and submitting assignments electronically.
5	I can easily access class materials & assignments through Social Media.
6	Social Media gives me a chance to share my tasks with my teacher and peers.
7	I can improve my listening skill through the audio files uploaded on Social Media.
8	Social Media facilitates small group discussions.

After given material explanation, students in experimental group conducted activities dealt with online learning. In this study, the writer used social media Facebook as a means of mutual learning platform for 35 students in an experimental group. The experimental group was given the material through classical method and used Facebook as mutual learning platform. While the control group was only given the conventional one. Specific activity was added to the syllabus of experimental class. The following was the list of activities:

1. The lecturers made *Facebook* group account to accommodate material and activities would be given in learning process.
2. The students were given time and chance to give and ask information. Students who did not understand the material given by lecturer, he could ask friends via social media.
3. The lecturer uploaded learning videos suitable to the syllabus, and the students were required to give their comments after watching the videos.
4. The students made similar videos but simple. They had to upload the videos on social media. The other students were required to give their comments on the videos.

The data analysis technique used in this study was quasi-experimental study. It was obtained from the questionnaire which was descriptive then analyzed quantitatively in numbers. To support the survey data, this research also implements the pretest and posttest for both groups. The results of the posttest will be used to strengthen the survey data evidence.

C. DISCUSSION

1. Motivation in Learning English

Motivation is one of determining factors in learning foreign language. In this case, both classes are measured through questionnaires. Based on the survey towards motivation in learning English, it shows that the experimental group students are more motivated than control group students. The result of motivation measurement of control group can be shown in table 3.

Table 3. Result of Motivation Measurement of Control Group

Question No.	1	2	3	4	5	Jumlah skala 4 dan 5	Jumlah mahasiswa	Persentase
1	8	4	15	4	4	8	35	23%
2		4	22	9		9	35	26%
3		2	23	10		10	35	29%
4		3	22	10		10	35	29%
5		1	19	15		15	35	43%
6		4	19	12		12	35	34%
7		3	22	10		10	35	29%
8	1	4	23	7		7	35	20%
9	2	5	19	9		9	35	26%
10	2	4	18	10	1	11	35	31%
Total	13	34	202	96	5	101	350	29%

Table 3 illustrates that most of the students in control group are not motivated in learning the English subject. It is indicated by the percentage of 29% which is categorized as low. Unlike the control group, the experimental group shows different result of the motivation survey. Result of motivation measurement of experimental group is shown in Table 4.

Table 4. Result of Motivation Measurement of Experimental Group

Question No.	1	2	3	4	5	jumlah skala 4 dan 5	jumlah mahasiswa	persentase
1		3	4	6	20	26	35	74%
2			4	11	20	31	35	89%
3				1	29	30	35	86%
4				5	30	35	35	100%
5			1	6	28	34	35	97%
6			2	4	29	33	35	94%
7			3	5	27	32	35	91%
8			2	6	27	33	35	94%
9			5	5	25	30	35	86%
10			7	5	23	28	35	80%
Total		3	9	54	258	288	350	89%

Table 4 demonstrates that the students' motivation in experimental group is higher than the control one. It is proven by the result score of the questionnaire which indicates highest score; 4 or 5. It can be said that students in experimental group are more motivated in learning the English subject than students in control group. It can be concluded that blended learning by using social media can improve motivation in learning English.

2. Attitude toward English Subject

Participation in learning English reflects students' comprehension to English. It is shown by physically and mentally involved in the learning process. One of the simple signs that student participates in the learning process can be seen by responding teacher's questions in learning process.

Table 5. Result of Attitude Measurement toward Social Media

No	Attitude toward Social Media	Score							
		1	2	3	4	5	Sum 4-5	Σ	%
1	Social Media allows me to contact my teacher and peers outside classroom.		1	2	23	9	32	35	91%
2	Social Media is convenient to use in learning.	1	2	3	22	7	29	35	83%
3	I feel comfortable when interacting online via Social Media.	2	3	4	14	10	24	33	73%
4	Social Media saves time by doing and submitting assignments electronically.	1	3	6	20	5	25	35	71%
5	I can easily access class materials & assignments through Social Media.			2	27	6	33	35	94%

6	Social Media gives me a chance to share my tasks with my teacher and peers.		2	4	21	8	29	35	83%
7	I can improve my listening skill through the audio files uploaded on Social Media.			6	18	11	29	35	83%
8	Social Media facilitates small group discussions.				24	11	35	35	100%
		4	11	27	169	67	236	278	85%

Table 5 describes the attitude of students toward social media in learning English. It tells that 85% students involved in the English learning by implementing the blended learning model using social media. They agreed that blended learning model can ease them to access class material and assignment. Students are also given chance to share tasks with teachers and classmates. Audio files uploaded on its social media facilitate them to enhance listening skill. Based on its result, it is underlined that blended learning model improves students' participation in learning English.

3. Pretest and Posttest

The pretest and posttest results of the experimental and control group are applied to support the existing results. They are measured by statistical analysis. The following tables are the results of pretest and posttest of experimental and control group.

Table 6. Pretest Result of Experimental Class

		Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid	65	6	8.6	17.1	17.1
	67	1	1.4	2.9	20.0
	68	2	2.9	5.7	25.7
	69	2	2.9	5.7	31.4
	70	5	7.1	14.3	45.7
	71	1	1.4	2.9	48.6
	72	2	2.9	5.7	54.3
	73	2	2.9	5.7	60.0
	74	1	1.4	2.9	62.9
	75	1	1.4	2.9	65.7
	78	1	1.4	2.9	68.6
	79	1	1.4	2.9	71.4
	80	4	5.7	11.4	82.9

	82	1	1.4	2.9	85.7
	84	1	1.4	2.9	88.6
	85	3	4.3	8.6	97.1
	86	1	1.4	2.9	100.0
	Total	35	50.0	100.0	
Missing System		35	50.0		
Total		70	100.0		

Table 7. Pretest Result of Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	58	1	1.4	2.9	2.9
	59	1	1.4	2.9	5.7
	64	1	1.4	2.9	8.6
	65	1	1.4	2.9	11.4
	66	2	2.9	5.7	17.1
	67	3	4.3	8.6	25.7
	68	4	5.7	11.4	37.1
	69	5	7.1	14.3	51.4
	70	6	8.6	17.1	68.6
	72	1	1.4	2.9	71.4
	73	1	1.4	2.9	74.3
	75	3	4.3	8.6	82.9
	82	1	1.4	2.9	85.7
	83	2	2.9	5.7	91.4
	84	2	2.9	5.7	97.1
	85	1	1.4	2.9	100.0
	Total	35	50.0	100.0	
Missing System		35	50.0		
Total		70	100.0		

The result of statistical homogeneity of both groups are served in the following table.

Table 8. The result of statistical homogeneity

Levene Statistic	df1	df2	Sig.
.697	1	68	.407

The table shows that the level of significance is 0.407 or bigger than ($0.407 > 0.05$) which means that there is no significant difference between the data of both groups.

After the experimental group was given different treatment by using blended learning through social media then both groups are measured for their achievement in English by using posttest. The following tables are the posttest results of both experimtal and control group.

Table 9. Posttest results of control group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	2	2.9	5.7	5.7
68	1	1.4	2.9	8.6
69	2	2.9	5.7	14.3
70	9	12.9	25.7	40.0
72	6	8.6	17.1	57.1
74	2	2.9	5.7	62.9
76	6	8.6	17.1	80.0
77	2	2.9	5.7	85.7
78	2	2.9	5.7	91.4
87	1	1.4	2.9	94.3
88	1	1.4	2.9	97.1
89	1	1.4	2.9	100.0
Total	35	50.0	100.0	
Missing System	35	50.0		
Total	70	100.0		

Table 10. Posttest results of experimental group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 69	1	1.4	2.9	2.9
70	5	7.1	14.3	17.1
72	4	5.7	11.4	28.6
73	1	1.4	2.9	31.4
74	2	2.9	5.7	37.1
75	1	1.4	2.9	40.0
76	4	5.7	11.4	51.4
77	1	1.4	2.9	54.3

82	2	2.9	5.7	60.0
84	2	2.9	5.7	65.7
85	3	4.3	8.6	74.3
86	1	1.4	2.9	77.1
88	3	4.3	8.6	85.7
89	2	2.9	5.7	91.4
90	2	2.9	5.7	97.1
92	1	1.4	2.9	100.0
Total	35	50.0	100.0	
Miss Systeming	35	50.0		
Total	70	100.0		

The data of both groups are normal. It is seen by the the significant level which is above alpha. The significant level of control grup is $0.359 > 0.05$ and experimental group is $0.219 > 0.05$. The following table is the analysis of the significant difference level.

Table 11. Significant difference analysis

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	600.357	1	600.357	12.700	.001
Within Groups	3214.514	68	47.272		
Total	3814.871	69			

	Group	N	Mean Rank	Sum of Ranks
nilai_Posttest_Total	control	35	28.34	992.00
	Experiment	35	42.66	1493.00
	Total	70		

From the Mann_Whitney test, it can be seen that the significant value is smaller than alpha ($0.001 < 0.05$). It brings to the conclusion that the results of posttest of both groups are different.

The average value of the control class is 28.34 and the experimental class is 42.66 and the difference between groups is 14.32.

D. CONCLUSION

It is proved that applying the blended learning model using social media can improve students' motivation in learning English. It is shown by the result of the research that 89% of the students who are committed to the blended learning class are actively engaged in the learning process. The students who are not treated by blended learning method are poorly motivated. It is also proved by the result of the research that students' participation is achieved in blended learning model because of the flexibility of social media to access. What is more, the result of the posttest shows that the experimental group performs better results in English language learning. Finally, it can be concluded that blended learning model using social media can improve both students' learning motivation and participation.

REFERENCE

- Ata, R. (2016). *An Exploration of Higher Education Teaching in Second Life in the Context of Blended Learning*, The Turkish Online Journal of Educational Technology, vol.15, no.3, pp. 9-26,
- Banyen, W., Viriyavejakul, C., & Ratanaolarn, T. (2013). *A Blended Learning Model for Learning Achievement Enhancement of Thai Undergraduate Students*, I-Jet 02/02 48–55.
- Bersin, Josh. (2004) *The Blended learning Book: Best Practices, Proven Methodologies, and Lessons Learned*. San Francisco: Pfeiffer
- Dziuban, J. L. Hartman, and P. D. Moskal (2004), “Blended learning”, *EDUCAUSE Center for Applied Research, Research Bulletin*, vol. 2004, no. 7, 2004.
- E. Chew, D. Turner and N. Jones, (2010). *In Love and War: Blended Learning Theories for Computer Scientist and Educationalists*,” In F.L. Wang, J. Fong and R. Kwan, eds. *Handbook of Study on Hybrid Learning Models: Advanced Tools, Technologies, and Applications*. Hershey, PA: Information Science Reference, 2010.
- Faizi, R., Afia, A. El, & Chiheb, R. (2014a). *Social Media: An Optimal Virtual Environment for Learning Foreign Languages*, 64–67.
- Faizi, R., Afia, A. El, & Chiheb, R. (2014b). *Social Media: An Optimal Virtual Environment for Learning Foreign Languages*, 9(5), 64–66. <https://doi.org/http://dx.doi.org/10.3991/ijet.v9i5.3911>
- Hakala, I., & Myllymäki, M. (2011). *A Blended Learning Solution and the Impacts on Attendance and Learning Outcomes*. *International Journal of Emerging Technologies in Learning (IJET)*, 6(S2), 42–49. <https://doi.org/10.3991/ijet.v6iS2.1658>
- Keller, J. M. (1987). *Development and Use of the ARCS Model of Motivational Design*,” *Journal of Instructional Development*, vol.10, no. 3, pp. 2-10.
- Lankshear, C., &Knobel, M. (2006). *New Literacies: Everyday Practices and Classroom Learning* (2nd ed.). Berkshire: Open University Press.
- Lin, H. T., & Yuan, S. M. (2006). *Taking blog as a platform of learning reflective journal*. ICWL, 2006, 38–47.
- McLoughlin, C., & Lee, M. J. W. (2010). *Personalized and self-regulated learning in the Web era: International exemplars of innovative pedagogy using social software*. *Australaswn Journal of Educational Technology*, 26(1), 28-43.
- Merchant, G. (2005). *Digikids: Cool dudes and new writing*. *E-learning and Digital Media*, 2(1), 50-60. Retrieved from <http://www.wwwwords.co.uk/elea/>
- Obiedat, R., Eddeen, L. N., Harfoushi, O., Koury, A., & Alassaf, N. (2014). *Effect of Blended-Learning on Academic Achievement of Students in the University of Jordan*, 9(2), 37–44.
- Ranganathan, S., S. Negash and M.V. Wilcox, (2007) *Hybrid Learning: Balancing Face-to-Face and Online Class Sessions*, Proceedings of the Tenth Annual Conference of the Southern Association for Information Systems Jacksonvill, Florida,
- Tapsis, N., &Tsolakidis, K. (2014). *Educational communication in virtual worlds and Videoconference*.*International Journal of Emerging Technologies in Learning*, 9(9), 64–69. <https://doi.org/10.3991/ijet.v9i9.4190>
- Thorne, Kaye. (2003) *Blended Learning: How to integrate online & traditional learning*. London: Kagan Page Limited.
- Wyk, M. M. Van. (2014). *Blogs as an E Learning Strategy in Supporting Economics Education Students during Teaching Practice*. *J Communication*, 5(2), 135–143.

Vygotsky, L. S. (1978) *Mind in Society*. Cambridge, MA: Harvard University Press

Zarella, D. (2010). *The Social Media Marketing Book*. Jakarta: PT Serambi Ilmu
Semesta:Jakarta

