

Perceptions of Publishing Speaking Products through Facebook, Youtube, and Line in Digital Era

Dewa Ayu Ari Wiryadi Joni
{wiryadi_joni@unmas.ac.id}

Universitas Mahasaraswati Denpasar, Indonesia

Abstract. When it comes to EFL learning processes in digital era, both students and instructors must face changes in EFL instructions. The changes can influence students' perceptions of the EFL learning processes. This study belonged to a qualitative study which aimed at exploring the university EFL students' perceptions toward the recent use of digital technology to publish the results of their learning processes in English Speaking subject. The digital technology here is the use of social media, such as Facebook, Youtube and Line. There were 20 fourth semester ELESP students of FKIP Universitas Mahasaraswati Denpasar in academic year 2017/2018 that were regarded as the subject of the study. These students were chosen because they had published their speaking products created in the form of vlogs on social media. To gather the data, the interview with 7 questions was conducted. Each interview lasted for about 15-20 minutes and was recorded. It was found that the students were satisfied with the use of social media such as Facebook, Youtube and Line to publish their speaking products as a result of their English learning processes due to its usefulness, convenience, challenge and practicality. The use of social media to promote their learning results had given a great impact on their English learning outcomes. This study contributes empirical evidences of the assistance of social media in English language education in digital era.

Keywords: social media, speaking, vlogs, EFL

1 Introduction

Considering the digital era which emerges rapidly resulted from wide-exploited internet, innovative instructions are intensively implemented. These involve the use of technology immersed in internet which helps EFL learning outside of classroom to occur. One of which is the use of Web 2.0 platforms that are commonly called social media [17][18]. There are various types of Web 2.0 platforms, such as Facebook, Youtube, Line, Instagram, Twitter and many others [13]. The preceded technology may help the students to learn, communicate and build up social relationships that meet their EFL learning needs for it is developed to connect, distribute and make online contents [3].

Since digital era requires technology integrated with internet connection, everything subsequently can be easily accessed by having clicks on this technology for it is able to inform the students anything at any time [22]. As a result, the instructors must be quick to adapt with this change. They can make learning experiences outside of classroom happen through this technology. This is not an easy matter. Some teachers may not be familiar with this for they are accustomed to the typical ways of teaching and refuse it; some may welcome it. Although they are probably conscious about the advantages of social media and use it for different

individual and professional reasons, they are averse to actually implement it in teaching processes. This is due to the deficient institutional infrastructure and support [15]. However, in today's EFL learning environment, EFL teachers must always find paths to cooperate with technology in order to establish up to date ways to communicate with their students in relation to support their EFL outcomes [11].

Hence, a change is needed as President Joko Widodo as cited in CNBC Indonesia [1] states that the era 4.0 has changed human civilization in which it causes rapid changes in many sectors. It includes Artificial Intelligence, Internet of Things and other internet-based technologies which keep appearing hurriedly. Educators and decision makers must be ready to adjust to these changes. Thus, teachers and students who were born and are acknowledged as "generasi milenial" must face these challenges and meet the needs of education in digital era 4.0.

As the educational demands in digital era 4.0 have been greater, the view of effective instruction remained unchanged. An effective instruction is not simply the process of transferring knowledge from one person to another. It entails the use of numerous strategies [23]. There are various strategies which can be carried out to support the EFL instructions, one of which is internet-based strategy. It is assumed that both technology and internet are simultaneously employed during teaching-learning processes. One of the methods to let this occur is the use of social media to promote learning. It is not a surprise that social media is widely and commonly used In Indonesia, in which Indonesia is at third rank regarding average usage of social media networks worldwide [20]. There are many types of social media that are usually owned by Indonesian, such as Facebook, Line, Youtube, Whatsapp, Instagram, Twitter, etc. These types of social media can be exploited positively into EFL instructions which are expected to bring benefits for students, teachers and institution.

Various types of social media have been a buzz in EFL classes to do frequent EFL routines outside of the classroom, mostly for speaking skill and writing skill [7][25][21][8][6]. The major focus of EFL instructions by making use of social media is channeling students' language potential in having communication, verbal and non-verbal. Based on the syllabus used in English Language Education Study Program (hereafter: ELESPP) FKIP Unmas Denpasar, the instructions of Speaking for Formal Interactions subject are aimed at having students able to produce speaking products [10]. At this point, it is expected that the speaking products can be manifested in the form of video, or notably known as vlog. Here the social media comes in handy, namely Facebook, Line and Youtube. The majority of ELESPP FKIP Unmas Denpasar students have user accounts to log on all those three social media. Consequently, the students are obliged to publish their speaking products in the form of vlogs using either one of them. Other than it can fulfill the requirements of semester credits, the students can be adapted to the utilization of internet-based learning by making use of technology familiar with them. By means of this requisite, the outside of classroom learning experiences can be subjected to. Based on this stipulation, the students' perceptions of the use of social media to publish speaking products are seen crucial to explore in terms of EFL instructions. Followed by finding out the students' perceptions, it is expected that their perceptions can lead to innovative and creative instructions in the future teachings by means of the utilization of current technology which supports the transpiring digital era 4.0.

2 Method

This study belonged to qualitative study using purposive sampling technique. There were 20 students of English Language Study Program involved in this study during 2018. They were chosen because they had social media Youtube, Facebook or Line and had decided to publish their speaking products on one of those.

The speaking products in this study refer to the vlogs that they had made during Speaking for Formal and Informal Interactions subjects. The duration for the vlogs was approximately 3 minutes. The vlogs were recorded and uploaded on social media.

To gather the data, an interview was conducted. The interview guide consisted of 7 questions which were designed by the researcher. They focused on the students' perceptive and learning attitude viewing from the usefulness, convenience, challenge and practicality of publishing speaking products using social media in learning English. All 20 students were interviewed three weeks after they had published their vlogs. It was based on the reason that the researcher had wanted to give time for the students to feel the aftereffects of publishing their vlogs on social media. The students were informed about the audio recording during the interview to record their responses. Each interview lasted for about 15 – 20 minutes. The interview was completed in English language.

3 Findings and Discussion

The data of this study were taken from the interviews between the researcher and the students. Prior to the students' knowledge, the interviews were recorded. Here are the results of the interviews:

Question 1 : What is your perspective of publishing your speaking products in Facebook, Youtube and Line? Can you briefly share your personal experiences?

Regarding of the students' perspectives of using social media to publish their speaking products, all of them showed positive attitudes to it. They said that publishing their vlogs in social media could help them in the process of learning. Publishing their vlogs in social media gave them a sense of being recognized and appreciated. Their followers and friends had given them many comments and likes which they had liked and expected.

Half of them had made vlogs about describing places. They said that by making vlogs about describing places had given them opportunity to share with their viewers about their favorite places and the facilities in campus. Therefore, not only did they feel content to share information in English language but also excited when the lecturer had given them an assignment involving social media.

In addition, when they shared their experiences, some of them mentioned that the vlogs that they had made had gone through many editing and retaking processes. This was due to their determination to do the best. Accordingly, the hard work of their fortitude had given them a fruitful result. They said that they had learned either English or skills to edit videos during those processes.

Question 2 : Did you encounter some problems or difficulties when publishing your speaking products in Facebook, Youtube and Line? If yes, can you briefly describe the problems you faced and what bothered you most?

Considering the problems that they had encountered, half of the participants revealed that the main problem was that they were anxious about the grammar, vocabulary and

pronunciation mistakes that they might have done. They were concerned whether their viewers would understand the message they had wanted to tell. Thus, they had had to retake the vlogs repeatedly until they were sure it was correct.

A few of the participants mentioned that the problem that bothered them the most was the internet credit needed to upload the vlogs. They had wanted to make well-edited vlogs so the sizes were quite big. When uploading these big-sized vlogs, the internet credits required were also massive. Therefore, they preferred to do it in campus area in which free wifi was provided. In addition, they felt a little bit insecure about the quality of the vlogs for they only knew a few editing techniques; so that they were unsure that their viewers might not find their vlogs interesting.

Question 3 : After publishing your speaking products in Facebook, Youtube and Line, do you think that is beneficial to your English learning? If yes, please describe the part of it that helps you most to enhance your English learning.

All of the participants agreed that releasing their speaking products in the form of vlogs was very beneficial to their English learning. They uttered that before uploading their vlogs on social media, they first made scripts about the materials they had wanted to upload and read it repetitively to make sure everything was correct and informative. They felt nervous when uploading the vlogs for they feared that viewers might not find it worthy of note. They checked the language and video quality and retook it persistently. It somewhat helped them in memorizing and understanding the contents along with their complexity and appeal.

Question 4 : Do you think that publishing your speaking products in Facebook, Youtube and Line as a learning publication tool can enhance your English capability and at the same time foster your confidence and/or prestige? If yes/no, please briefly discuss your opinions. Why?

Concerning the improvement of English capability and self-confidence and/or prestige using social media as a publication tool, each participant concurred that this could enhance their English capability and at the same time foster their confidence and/or prestige. In the view of English enhancement, they said that they learned English more intensively and felt that their English capability was improved. This was due to the facts that prior to the products publication, the participants had first checked the grammar, vocabulary and pronunciation constantly. By preparing this, they automatically had learned new vocabulary and its pronunciation.

In addition, viewing from their inner psychological effects, they mentioned that the comments and critics given to them were positive and encouraging. This inevitably influenced their self-confidence and/or prestige. They felt more positive when learning and more enthusiastic when being given assignments related to the use of social media as a publication tool. They learned to support and simultaneously compete with each other. Some of the participants also said that they felt proud when they were able to show up their work publicly and esteemed when they were received positive comments from their friends and viewers.

Question 5 : There are three social media of publishing your speaking products. Are you satisfied with them? Which is your favourite media? Why?

All participants generally stated that they were satisfied with the projects and social media chosen even though they had to be patient during uploading and editing processes. They especially liked the editing processes; for example when they had to choose an intro music as the opening, joining each clip, locations where they wanted to record it and wardrobe they wanted to wear. One of the participants was a content creator for Youtube, so that he found this activity was challenging and amusing.

The participants could choose which social media they desired to use to publish their speaking products for it was in accordance with what kind of social media they had. From 20 participants, ten of them using Facebook, five of them using Line and other five using Youtube. Half of them used Facebook for they only had this application and it was the easiest one to use to upload the video. The same reason went to them who chose Line. The participants who used Youtube revealed that Youtube was the only platform that could provide a big-sized file to upload and edit it directly online; it came handy when they needed to publish their vlogs and made it widely-known although their viewers were limited. It also excited them to be more creative in making the next projects related to the publishing any learning products through social media.

Question 6 : After publishing your speaking products in Facebook, Youtube and Line, do you think it can improve your English learning outcomes or not? Can you briefly explain the reasons or your personal idea?

As one of the benefits of having their speaking products uploaded was able to help them to improve their English capability, it consequentially contributed to their English learning outcomes. More than half of the participants said that this activity promoted their English learning outcomes significantly. They could learn many things either academic or technical ones. They admitted that they were fortunate when some viewers had given them suggestion for correction. They considered that as a support for better improvement.

Two of them mentioned that this activity had given them a chance to bring out their potential as they were actually shy when expressing themselves in front of the class. They said it was easier to speak before a camera rather than people. They could say anything and be as much creative as they desired. They did not have to worry about having to look at other people's eyes, making eye contact with everyone in the class when talking in the front. This alleviated them to learn and practice their English speaking skill. As a result, their English learning outcomes was improved.

Question 7 : Do you want to continue to learn speaking English by publishing your speaking products in Facebook, Youtube and Line after this semester, especially when it is related to digital era 4.0? Why or why not?

In accordance with digital era 4.0, every participant came to an agreement that they intended to continue using social media as a publication tool to publish their speaking products. They knew that digital era 4.0 was popular nowadays. It was sure accommodating to their learning processes which did not only occur in the class but also outside of the class. They were much closed with social media. They often used it. They reasoned that social media was functioned not only for entertainment but also education. It was due to the fact that one of the familiar features of digital era 4.0 was its attachment to the employment of internet. They believed that having their speaking products published via internet would ameliorate not only their English language skill but also their skills in making and editing videos.

The abovementioned results of the interviews publicized that the fourth semester students of ELESP of FKIP Universitas Mahasaraswati in academic year 2017/2018 had positive perceptions and attitudes toward the use of social media, namely Facebook, Youtube and Line, to publish their speaking products in the form of vlogs. It was in line with the study in Malaysia which examined Malaysian university students' perceptions and attitudes towards the use of social media (Instagram) and found that the students showed positive perceptions and moderate attitudes toward it [2]. The students felt positive and highly-motivated when making EFL products using social media. Likewise, it was found that social media affects the Iranian EFL university students' learning attitudes including their motivation [16]. The students welcomed the use of technology in their EFL classes.

Furthermore, in relation to EFL learning settings, the students were benefitted from the use of technology in and out of classroom instructions. Using any kind of technological tools allowed the students to feel the sense of autonomy and encouragement. By it, they could be involved, motivated and active during EFL learning processes [24]. The technology using this social media is favorable for the students, in which it could develop contents and enhance their EFL ability among students by using social media [12], such as Facebook, since most of the participants of this study used Facebook. It was due to Facebook's feature, like most of social media's feature, which is to build up relationships among students [9]. In addition, the students, who felt a rise at their prestige and/or self-confidence by having their work published in social media, gained a significant experience for social media communities offer the students supports to potentially contribute to authentic and meaningful target language settings while at the same time fostering their confidence in their language abilities [4].

Moreover, regarding of the students who felt safe and enthusiastic when talking facing the camera, achieved better EFL speaking outcomes rather than talking in front of the class. This indicated that the social media influenced their learning processes and during speaking activities they should be given motivation, encouragement, reassurance and counseling to reduce their shyness and anxiety due to their friends laughing at them when they make mistakes [19]. It is important to let them feel secured and motivated during EFL instructions.

4 Conclusion

This study investigated the perceptions of publishing speaking products through Facebook, Line, Youtube of ELESF students of FKIP Universitas Mahasaraswati Denpasar in digital era. It can be concluded that the students show positive perceptions and attitudes toward the use of social media to publish English speaking products and concurrently improve their speaking skill. The positivity can be seen in the points of view of the usefulness, convenience, challenge and practicality of social media.

The usefulness of social media is proved by its easy access. The materials that the students have uploaded can be openly accessed by anyone. Thus, the viewers may find some useful information easily. The students also find it useful since they can share informative things and be proud of it. They can submit their works from anywhere and feel less anxious compared to speaking in front of the class. They can share descriptions of certain places, conveys ideas and messages and build awareness of particular issues. In addition, viewing from the convenience of social media, it allows the students to produce their vlogs anywhere depending on what material they want to share. The same as the viewers who can see the vlogs from anywhere, the students can upload their vlogs at their leisure time. This gives them an essential benefit when it comes to go public. The students can feel more at ease when expressing themselves orally. They can produce the vlogs when they are ready without fear of directly hearing people's negative reactions. At the point of view of the challenge of social media, the biggest challenge is preparing interesting details to share using appropriate English, such as grammar, diction and pronunciation. There are viewers who tend to say either negative or positive comments which the students do not have power to control. If the students say things by mistakes, they will get attacked by the viewers. This has become the major concern for the students. As they focus on getting good outcomes, they do more practices and preparation. Finally, in accordance with the practicality of social media, it provides internet-based learning with the use of technology in relation to digital era 4.0. The students learn and

practice their English speaking skill not only through face to face instructions in classroom, but also outside of the classroom via technology supported by internet. The students can either improve their English speaking skill or get new knowledge about video editing skill. They learn through encouragement, corrections and suggestions given to them, and simultaneously enhance their self-confidence which leads to their inner learning motivation.

In digital era 4.0 in which the primary issue is getting accustomed to the use of technology integrated with internet, the students are dedicated to have technological skills, such as making, editing, publishing videos using user accounts. They must have user accounts. This would benefit them significantly in the future. As teacher candidates, they may consider this activity as the first step to reach and actually feel the technology and get familiar with it in EFL education domain. Furthermore, the present teachers may change their perception about the use of social media as well. Teachers may be aware of the makings of the internet employment in language education by going beyond the traditional concepts and methodologies of instructions [14]. As traditional teachings suggest that teaching learning processes occur in the class where teacher and students must meet face to face and have direct interactions, making them happen outside of the class by making use of technology is somewhat innovative. For technology relaxes the minds of students to grasp the subject with complete involvement rather than a difficult task to do [5]. Students may not only learn to communicate the language through classroom interactions, but also through inventing original and authentic language products and share them. This provides evidences that technology infused with internet may give positive significances to upcoming EFL instructions that contributes better outcomes.

References

- [1] Aditya, A., Asmara, C., G., Satrianegara, R.: *Revolusi Industri 4.0*. Jokowi: Indonesia Harus Beradaptasi. <https://cnbcindonesia.com> (cited on August 16, 2018 at 11:55) (2018)
- [2] Akhiar, A., Mydin, A. & Kasuma, S. A. A.: Students' Perceptions and Attitudes towards the Use of Instagram in English Language Writing, *Malaysian Journal of Learning and Instruction*. Special Issues, pp 47-72 (2017)
- [3] Alqasham, F. H. A.: *Virtual Social Network-Mediated English Language Learning in a Saudi Tertiary EFL Context: Innovation and Agency*. (Unpublished PhD Thesis). Massey University (2018)
- [4] Alshenqeeti, H.: Technology in the Language Classroom: How Social Media is Changing the Way EFL is Taught, *Arab World English Journal (AWEJ)*. No. 4, pp. 55- 68 (2018)
- [5] Bahadorfar, M & Omidvar, R.: Technology in Teaching Speaking, *Acme International Journal of Multidisciplinary Research*. Vol. 2, No. 4, pp. 9-13 (2014)
- [6] Baniabdelrahman, A. A.: Effect of Using Internet Tools on Enhancing EFL Students' Speaking Skill, *American International Journal of Contemporary Research*. Vol. 3, No. 6, pp 79-87 (2013)
- [7] Cheng, H. Y and Chang, N. Y.: Enhancing EFL Learners' Literacy Skills through the Use of Social Media, *International Journal of English Language Teaching*. Vol.7, No.3, Pp.1-8 (2019)
- [8] Chotipaktanasook, N.: Using Social Media in the EFL Classroom for the Enhancement of Low Affective Filter and Willingness to Communicate, *Proceedings of CLaSIC*. pp 56-64 (2016)
- [9] Ekoc, A.: Facebook Groups as a Supporting Tool for Language Classrooms, *Turkish Online Journal of Distance Education*. Vol. 15, No. 3, pp 18–26 (2014)
- [10] ELESP: *Silabus PSP Bahasa Inggris FKIP Universitas Mahasaraswati Denpasar*. (2015)
- [11] Elverici, S. E. and Karadeniz, S.: The Effects of Social Media on Social Presence in Teaching a Foreign Language, *The Journal of International Lingual, Social and Educational Sciences*. Vol. 4, No. 2, pp 174-185 (2018)

- [12] Eren, Ö.: Students' Attitudes towards Using Social Networking in Foreign Language Classes: A Facebook Example, *International Journal of Business & Social Science*. Vol. 3, No. 20, pp 288–294 (2012)
- [13] Habibi, A., Mukminin, A., Riyanto, Y., et al.: Building an Online Community: Student Teachers' Perceptions on the Advantages of Using Social Networking Services in a Teacher Education Program, *Turkish Online Journal of Distance Education*. Vol. 19, No. 1, pp 46-61 (2018)
- [14] Hismanoglu, S.: Attitudes of L2 Teachers toward Internet-Based Foreign Language Teaching. *Procedia Social and Behavioral Sciences*. Vol. 3, pp. 106-111 (2010)
- [15] Inayati, N.: English Language Teachers' Use of Social Media Technology in Indonesian Higher Education Context, *Asian EFL Journal Research Articles*. Vol. 17, No.4, pp 6-36 (2015)
- [16] Kalanzadeh, G. A., Soleimani, H. and Bakhtiarvand, M.: Exploring the Influence of Using Technology on Iranian EFL Students' Motivation, *Procedia - Social and Behavioral Sciences*. Vol. 98, pp 814-823 (2014)
- [17] Kaplan, A. M., & Haenlein, M.: Users of the World, Unite! The Challenges and Opportunities of Social Media, *Business Horizons*. Vol. 53, No.1, pp 59-68 (2010)
- [18] Kaplan, A. M., & Haenlein, M.: Two Hearts in Three-Quarter time: How to Waltz the Social Media/Viral Marketing Dance, *Business Horizons*. Vol. 54, No. 3, pp 253-263 (2011)
- [19] Nazara, S.: Students' Perception on EFL Speaking Skill Development. *Journal of English Teaching* Vol.1, No.1, pp. 28-43 (2011)
- [20] O'Brien, C.: Social Media: What Countries Use It Most & What Are They Using?. <https://digitalmarketinginstitute.com/blog/social-media-what-countries-use-it-most-and-what-are-they-using> (cited on September 2, 2019 at 11:12) (2019)
- [21] Rinda, R. K., Novawan, A., and Miqawati, A. H.: Students' perspectives on social media-based learning of writing through Instagram, *Journal of English in Academic and Professional Communication*. Vol. 5, No. 1, pp 23-33 (2018)
- [22] Sharma, V.: Saudi Students' Perspective on Social Media Usage to Promote EFL Learning, *International Journal of Linguistics, Literature and Translation (IJLLT)*. Vol. 2, No. 1, pp 129-139 (2019)
- [23] Slavin, R.: *Educational Psychology: Theory and Practice*, Pearson, US (2010).
- [24] Wang, Y.: English Magazines, Motivation and Improved EFL Writing Skill, *English Teaching Forum*. Vol. 54, pp 142-158 (2004)
- [25] Wulandari, M.: Improving EFL Learners' Speaking Proficiency through Instagram Vlog, *LLT Journal: A Journal on Language and Language Teaching*. Vol. 22, No. 1, Pp 111-125 (2019)