

CONCERNS AMONG STUDENTS OF USING SOCIAL MEDIA IN LEARNING ENGLISH AS SECOND LANGUAGE

Wahidatul Munirah Binti Mohd Zaki
Parilah Binti Mohd. Shah

ABSTRACT

The widespread of social media networking use is no longer avoidable. It has been implemented in every element of daily life routine. The education system has also been affected by it as the new Malaysian Education Blueprint clearly emphasizes on the use of ICT. Numerous studies were done to support the benefits and positive side of integrating the ICT in the learning process. However, this study on the other hand seeks to discover the concerns among students of using the social media in learning ESL despite the many studies who tend to look at the concerns only among the high administrative level. This is to bring awareness to the society that students are also at concerns of the issues. Survey questionnaires were distributed to the students in Putrajaya, Malaysia to elicit their concerns about the use of social media in learning English. The finding shows that there are three aspects of concerns among the students in using social media. There are the safety concern which include privacy and security; the time concern and the authorities concern with respect to social media use. Apart of that, this study also discussed the implications of the research for educations to consider.

Keyword: social media, disadvantages, impediment, concern, ESL

INTRODUCTION

The impact of digital era has widely affected daily lives of people around the world. Without knowing it, people are actually depending hard on Social Networking Services (SNS). By the term SNS, it is synonymously include social media, social websites, blogging, internet forums, newsgroups, Facebook, Google+, Instagram and many others (Roebuck, D. B., Siha, S., & Bell, R. L., 2013). People are depending on it in every aspect of common routine activity namely reading news, cooking, exercising, health, business and others. Communicating, trading and learning are happening live throughout the universe. Even Blaschke (2014) suggested that using social media could actively encourage students to learn and make research. Students nowadays could have various accesses to all sorts of resource that will help them in their study. The learning process is not anymore bind by the four walls of a library or classrooms. Using appropriate gadget and technologies, they are open to access any information needed regarding their studies.

However, the age of communication is still new to be explored and cultural history with the internet is short. It is not yet learnt how to avoid all of the pitfalls as the citizen are still lack of experience in handling it. Furthermore, the rapid growth of technology making it almost impossible to catch up with the updates that happened in almost every second of the day. People are easily exposed to many threats over the cyber world. The issues of security are commonly being brought up in daily news due to cyber contents that sometimes is unintentionally uploaded. Therefore, upon implementing the use of social media in education system would require much more attention and guidance. It could bring harm to the students and society around if it is not controlled by a proper organization.

PROBLEM STATEMENTS

The use of social media is undeniable as it goes into every aspect of life. It also brings new perspective of a learning process. There were numbers of research regarding Social Media (SM) and the number has increase over these years recently. Chris Piotrowski (2015) in his paper which was designed to analyse the scope of research domain in social media, has ranked it as political issues/social movements, marketing/business performance, and college-level educational issues which apparently college-level educational issues was at the lowest level. Many researchers have come out with positive impacts of using social media in learning activities. They prove that social networking has improve students engagement, bringing up better quality of task, increase learning motivation and many others (Al-RAhmi et al, 2015; Bozanta, A. & Mardikyan, S., 2017; Gok, T., 2016). Out of 29 dissertations focusing on SM educational issues, only 2 studies were discussing the negative concerns by either students or faculty regarding the use of SM in educational field (Chris Piotrowski, 2015). Despite the agreed benefits of it, the negative side is still a concern. Given widely and freely access to the students may cause gruesome effects for them in future. It also involves the organization's responsibilities and the society around. He also added that among the concerns that being discussed were instructors' lack of efficacy in Web 2.0 technology, privacy issues, and data overload. Therefore, this study was designed to examine the concerns among the students to use social media in learning activities. There were the concerns of time, concerns over security and concerns of the needs for an authority to control them upon using the social media in education purpose. It is hope to justify the needs of implementing it in the educational system for future generation.

PURPOSE OF STUDY

As it was mentioned previously that many researches were interested in focusing to the administrative side, this study chose to look at the opposite site of it which is the opinion of the students as the users of SM in their learning activities. The purpose of this study is to survey the concerns of using social media as a mediator in their learning English as a second language (ESL)

from the student's perspective. The students are required to answer a set of questionnaire that will show their consent on stated issues.

RESEARCH QUESTION

This study will attempt to answer the following research question by collecting survey on a group of students in Putrajaya.

- What are the concerns among students to use social media in learning ESL?

LITERATURE REVIEW

There has been wide research done regarding the use of social media lately. Some researchers have proven the bright side of it. However, exiguous researches were done focusing on the negative side. Gafni and Deri (2012) in their study conclude that using Facebook by students consumes times and thus negatively influencing academic performance. Despite the fact that social media is opening borderless access to information, it could be a disturbance when students loss their focus in the middle of an assignment. As a nature of social media that were built to connect people, it is hard to resist that function. Students need to be strictly discipline themselves if they were to use social networking sites in their learning activities. For example, if they were using Facebook channel to discuss and share any material, they will easily get distracted by the notifications update in their main page. Therefore, the time spent upon completing a task was dragged. Junco (2012) in Al-Tarawneh, H. A. (2014) come to the same conclusion stated that time spent for sharing resources and material using Facebook or other social media website has significantly associated to negative performance of the students.

Other than that, a study on faculty and student by Hickerson, A. and Kothari, A. (2017) reveals that both groups expresses concerns about privacy, but faculty were also concerned about the legal consequences of students making mistakes publicly online. Without proper skills and knowledge, students were exposed to the cyber threats such as spam, phishing scam, cyber bullying and others. It could harm them and their future career. Students at early age or immature tend to write blindly especially in bad situation. These kinds of writings will be online even after years have passed and it could be brought up against them by irresponsible people. Furthermore, any bad records will be a resume of them that will unofficially demote their chances of getting a job later on. Roebuck, D. B., Siha, S., & Bell, R. L. (2013) further added that it is not only a concern of legal consequences and privacy; it is also a concern of integrity. Many had reported that students nowadays were involved in plagiarism. Common excuse given was that they were unaware of doing it. The exposure to all sorts of information and resources has given them opportunity of completing their task in a wrong way.

Despite the rapid growth in social networking brings both opportunity and excitement in classroom, it also increase concerns for the faculty or school organization (Roebuck, D. B., Siha, S., & Bell, R. L., 2013). An organization need to have an authority board that would cover the related matters of using social media domestically. Without one, there would always be a question of who should be responsible of what being upload or download from the internet. Students of various levels of age and capabilities required guidelines to use the social networking so that they would not breach any privacy border. Moreover, if a student successfully created their own masterpiece, they ought to be explained of their intellectual property right so that others would not take advantage of them.

METHODOLOGY

The target population for this study consisted of primary students who lived in urban area. The unit of analysis is the individual students. Students are purposively selected at random. The sampling is purposive as these students are from the class that I have been teaching. The sampling also proved to be convenient because there are no costs involved for data collection. The sample consists of male and female students from a class of averagely same ability. Majority of them are Malay students with minority of Indian students. There are 98 students of year 4 from a school in Putrajaya. The school is populated by 958 students dated to this study being carried out. This sample are targeted in assuming that they are all affordable to have access to the internet conveniently and able to represent the urban area population.

The data are collected by a survey research using a set of questionnaire. It is adapt and adopt from Roebuck, D. B., Siha, S., & Bell, R. L., (2013). However their questionnaires are slightly being change to suit the research objectives. Their researches are based on tertiary level students so the items related are change to primary level. Some of the words are also being simplified to cater the respondents' ability. This questionnaire consists of two sections. It includes closed-ended questions such as multiple choices, yes/no, and Likert-scale questions. The first section is the demographic profile of the respondents. It entails of seven questions. The second section is the items about the concerns of using social media. This section consists of eight items with Likert scale. The scale is range from "Strongly Disagree", "Disagree", "Not Sure", "Agree" and "Strongly Agree".

This questionnaire is being carried out shortly after their mid-term exam in May. The students are being guided through the process of answering the questionnaires to ensure that they are answering on the right purpose. As the questionnaire is administered face-to-face, there are possibility that all of the questionnaires will be returned. Upon receiving the headmaster's approval, the students are gathered in a hall at the same time and the purpose of the research is explained to them. Students are asked to voluntarily participate in the survey and they are assured that their responses will be confidential and remain anonymous. Of the 98 students gathered, 50 of them have volunteered to participate with 100% hand-over. Student's responses

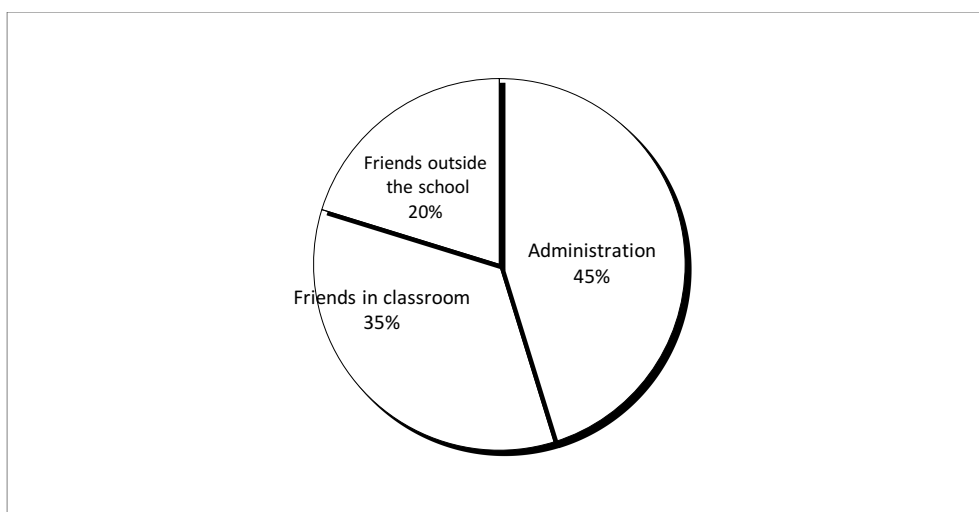
are analyzed using the Statistical Package (SPSS) by analyzing frequency and percentage. The data are summarized in the table form and chart.

FINDINGS

The data collected were analysed descriptively using percentage. From the demographic part, it shows that males represented 58% and females represented 42% of the responses. All of them are between 10 – 12 years old (50 respondents, 100%). The data also confirmed that the respondents are using social media tools in learning English by 100% responding 'Yes' to the item which means this population will surely cater the purpose of this study.

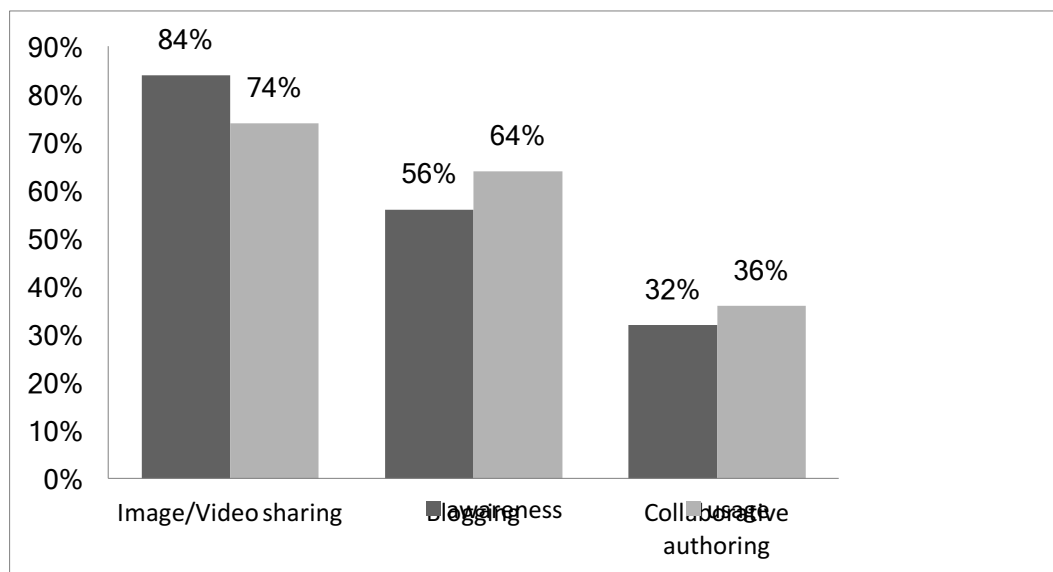
The populations are mostly influence by the administration to use the social media in learning which is the teachers and school organization in this case. They are least induce by friends outside the school such as their friends from neighbourhood. The chart below shows the percentage of three significant influences that affect this study.

Figure 1: The factors that influence the use of social media tools in learning



When ask about their social media awareness, the students are majority aware of image and video sharing categories. Students are familiar with these features in social media as the data shows 74% of them prefer to use image and video sharing in learning English. They are mostly aware of blogging categories too with 28 respondents tick on the item (56% of responses). The results shows 64% of them are using blogging in their learning activities. Meanwhile, only 16% of respondents are aware of collaborative authoring tools for sharing and editing documents which contributes to small usage of this category in their learning routines (36% of responses). The table below visualize the percentage involve.

Figure 2: Categories of social media awareness and their usage in learning English



The next part of the questionnaires is to look at the concerns among students to use social media tools in learning English. The items are in Five Likert-scale questions that range from Strong-Disagree to Strongly Agree. The items are asking about three aspects of concerns which are safety concern that include data privacy and cyber security, time concern, and authorities concern. The students concerns on safety are presented in Table 1.

Table 1: Safety concern of using social media in learning English

No	Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
8.	I feel concerned about the threat of spam and phishing attacks when using social media in the classroom.	2%	-	2%	6%	90%
10.	I believe using a private social networking appears to be the answer to grapple with issues of privacy and information security.	6%	-	8%	6%	80%

It reveals that students are very concern about the threat of spam and phishing attacks (96%, i.e. 90% Strongly Agree and 6% Agree) while only 2% Strongly Disagree to the safety concern. 80% of them also show concern on privacy and information shared online that they would rather use their private social networking while 6% choose not to agree with them.

Regarding the time concern, the students are required to answer to the items such as “Using social media to supplement face-to-face courses can become too time intensive” and “I sometimes feel overwhelmed by the overabundance of information shared”.

Table 2: Time concern of using social media in learning English

No	Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
9.	Using social media to supplement face-to-face courses can become too time intensive.	22%	4%	-	58%	16%

11.	I sometimes feel overwhelmed by the overabundance of information shared.	-	2%	4%	14%	80%
-----	--	---	----	----	-----	-----

The result from table 2 shows that 74% of the students express concern about time spent when using social media to facilitate their courses. They are obviously overwhelmed by the overabundance of information shared from time to time (94%, i.e. 80% strongly agree and 14% agree) while only 2% of them are at disagree with them.

On the other hand, the concern for authorities is tests in four items. The participants answered the following item as in Table 3.

Table 3: Authorities concern in implementing usage of social media in learning English

No	Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
12.	I have concerns about vague copyright and intellectual property issues involved in social media.	2%	3%	6%	30%	58%
13.	I am concerned over who would be responsible if students or teachers say something online that results in litigation against the school.	2%	2%	2%	12%	82%
14.	I believe there should be an institutional approach to how and what social media is used for in learning activities.	-	-	2%	6%	92%
15.	I am concerned about who is monitoring the social media for inappropriate or offensive use and thus how we deal with it.	2%	2%	8%	6%	82%

The result in Table 3 shows that 88% of students (58% tick “Strongly Agree” and 30% tick “Agree”) are concern with the copyright and intellectual property issues over the social media. 82% of respondents stated their fine agreement to the concern of who should be responsible if students or teachers upload something online which resulted in almost overall supporting to have an institutional approach to how and what social media is used for in learning activities (98%, i.e. 92% ‘Strongly Agree’ and 6% “Agree”). While the last item is mostly agree by 82% of the students who are showing concern about authorities that should be monitoring inappropriate or offensive use of social media, only 4% of them choose to disagree with the item. It is clearly that the students are in gasp for authorities to guide them in using social media to learn English.

DISCUSSION

This study examines the concerns of using social media in learning English as second language from the perspective of the students. It is to help justify the needs of implementing this new type of learning style in our education system. As been mention before there are not many research being done to look at the negative side of the subject matter.

From the survey, it can be conclude that students are positively concern about the safety threats, the time spent over the internet, and the needs for an authority board to guide them. Thus it answers the research question of this study. As seen from the findings obtain in previous sections, their most significant concerns of all are towards the needs for authority board to take care of the activities that will be happening during the learning process. Students are most aware that the usage of social media could bring harm to them if it is not properly authorized by professionals. This finding is inline with the findings of Roebuck, Siha & Bell (2013) who also agree that it brings an alarming concern for the faculty or school organization over the needs of an authority or legislation to guide the usage of social media. Hence, the school organization should be more assure and convincing enough in

supporting the students to get engaged in using social media. The school should allocate a session or a period in the timetable focusing on exploring the usage of social media in learning English.

Apart from that, the higher level authorities of education which is the KPM should play a role to legislate a new policy that will assure the students of security and guidance in using the social media and internet as a whole in their learning activities. By having the proper organization with an expert on it, it could be more reliable and safe to surf on the internet and use it as part of learning tools as proposed by Roebuck, Siha and Bell (2013). They further added that it is not only a concern of legal consequences and privacy; it is also a concern of integrity.

Secondly, the results also shows a highly agrees score for the concerns over safety and cyber security which include the threat of spams and scams. These students show heavy usage of social media in learning English which indicate that they rely on it as it could help them with their task. Nonetheless, the worries have become obstacles for them to further explore the many features of social media tools. This is also agrees by Yunus and Salehi (2012) that adolescent need to be introduced to the netiquette of using social media so that they would not damage their future. Students need to be educated on how to use the social media properly before they could manipulate it for their learning purpose. Any irrelevant sharing of personal informations might harm them if they were being victimized by the scammers.

Lastly, the third finding shows a moderate answers over the concerns of time management in using the social media in learning English. This finding provide a useful thought that they are actually able to manage their time upon using the social media in learning English as they show slightly high disagreement in time concern. Perhaps it is due to the tight schedule that they have in school and after school. It would not give them a chance to navigate away from their task. They have better discipline in managing their study time and able to complete their assignment by the given time. The grades score from section A of the questionnaires also show an excellent score for the majority of the respondents. This is against the findings of Gafni and Deri (2012) who conclude that using Facebook by students have negatively impact their study timing and result in negative academic performance, maybe due to the inexperience use of social media. Basically, those who are very familiar with social media would not be easily distracted anymore as they are already use to it and have nothing much to be explored. It is again not parallel with the finding of Junco (2012) in Al-Tarawneh. H.A (2014) who also concludes that time spent on using social media significantly associated to negative performance in study.

IMPLICATION

Revising on the background of this study, it has been clearly stated the importance of technology and how gadgets and ICT have influence the daily routine of todays generation. Thus, the remark of concerns in applying it on the learning process does not mean that the researcher is opposing the importance of technology. The implication of this study is to expose the viewer and readers of the cause and effect when the country decides to integrate the ICT specifically the social media into the education system. By taking the concerns into considerations, it helps to justify the future actions and make us become more prepare of the negative impacts. Therefore, we could be ready with any possibilities and prepare the control measures of any circumstances.

Besides that, this study may also helps the ground level of education namely the teachers and school organization to look into the students' perspective and consider their opinion when they are about to engage to a new type of pedagogy. It is not to deny that certain parts of the country are not ready for this evolution. It may be because of their geographical barrier that makes them hard to access the technology. Some students that are not use to it may become victims of cultural shock if they are not properly introduced to the usage of gadgets and social media. Despite the hope of increasing the performance, we might end up destroying their potential to excel in their study.

It is therefore to advice that further research were done to look at the readiness of rural area to accept this kind of pedagogy in their learning style. Can the government support the equality of education to apply it to all parts of the country? It is also to consider the research on the local citizen acceptatance to what they may call violation of their village cultural. I hope that this study will open a gap to a more significant research in future.

REFERENCES

- Al-Rahmi et al. (2015). The Role of Social Media For Collaborative Learning To Improve Academic Performance of Students and Researchers In Malaysian Higher Education. *International Review Of Research In Open And Distributed Learning*, 16(4), 177-204.
- Al-Tarawneh, H. A. (2014). The Influence of Social Networks on Students' Performance. *Journal of Emerging Trends in Computing and Information Science*, 5(3), 200-205.
- Bozanta, A. & Mardikyan, S. (2017). The Effects of Social Media Use on Collaborative Learning: A Case of Turkey. *Turkish Online Journal of Distance Education*, 18(1).
- Gok, T. (2016). The Effects of Social Networking Sites on Students' Studying and Habits. *International Journal of Research in Education And Science (IJRES)*, 2(1), 85- 93.
- Gafni, R. & Deri, M. (2012). Costs and Benefits of Facebook for Undergraduate Students. *Interdisciplinary Journal of Information, Knowledge, and Management*, 7(1), 45-61.

- Hickerson, A. & Kothari, A. (2017). Learning in Public: Faculty and Student Opinions about Social Media in the Classroom. *Journalism and Mass Communication Educator*, 4(72), 397 – 409.
- Piotrowski, C. (2015). Emerging Research on Social Media Use In Education: A Study Of Dissertations. *Research in Higher Education Journal*, 27, 1-12.
- Roebuck, D. B., Siha, S., & Bell, R. L. 2013. Faculty usage of social media and mobile devices: Analysis of advantages and concerns. *Interdisciplinary Journal of E-Learning and Learning Objects*, 9, 171-192.
- Yunus, M.M. & Salehi, H. (2012). The Effectiveness of Facebook Groups on Teaching and Improving Writing: Students' Perceptions. *International Journal Of Education And Information Technologies*. Vol. 6(1), pg 87-96.

Wahidatul Munirah Binti Mohd Zaki
Fakulti Pendidikan
Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor, Malaysia
Email: muniey@hotmail.com

Parilah Binti Mohd. Shah
Fakulti Pendidikan
Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor, Malaysia
Email: drparila@gmail.com