

## Integrating the use of social media for group collaboration in ESP classroom

Malikhatul Lailiyah, Suatmo Pantja Putra

D3 English Program, Universitas Merdeka Malang

---

### Article Info

#### Article history:

Received Jan 3, 2022

Revised May 20, 2022

Accepted Jun 12, 2022

---

#### Keywords:

Collaboration;  
English as a Specific Purposes;  
Group collaboration;  
Group work;  
Social media

---

### ABSTRACT

The rapid development of information technology has been facilitated the change of how we communicate. With the mediation of technology, such as social media, there are no boundaries of time and distance to talk with others. This research aimed to report on the collaborative satisfactions and experiences of higher education students which occurred during completion in English as Specific Purposes (ESP) class. To answer the questions, a set of questionnaires was distributed. The results showed that overall students showed a positive view of teamwork embedded through social media. This research tried to understand how students perceive collaboration and how they collaborate on learning tasks through the use of social media.



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

---

### Corresponding Author:

Malikhatul Lailiyah,  
D3 English Program,  
Universitas Merdeka Malang,  
Jl. Terusan Raya Dieng No. 62-63, 65146, Malang, Indonesia.  
Email: [malikhatul.lailiyah@unmer.ac.id](mailto:malikhatul.lailiyah@unmer.ac.id)

---

## 1. INTRODUCTION

The sudden outbreak of the Covid-19 virus has forced schools and universities to remain closed temporarily. To deal with this challenging situation, an emergency online learning has been proposed. The urgent need for saving the community is the main concern. During this situation, it is essential to not only develop an innovative learning approach to maintain the effective virtual interaction between teacher and students, but also to provide a solution on how can the teacher motivate the learners. Thus, to encourage students' motivation, teacher might create circumstances that enforce and influence students to engage in the learning activity. Social media, one of the famous platforms have become powerful learning tools to enhance students' motivation since they are already familiar with social media. Hence, with the rapid development of the use of technological tools for educational platforms, educators seek and explore many platforms to create a diverse learning experience for their students.

In recent years, the study on the implementation of social media as teaching tools has gained more popularity. Social media is considered as a medium of communication as well as being a powerful learning media in the 21st century. A plethora studies explains that social media have become the global trend in educational technologies where good opportunity is found in formal and informal learning spaces (e.g. Aloraini, 2018; Kassens-Noor, 2012).

Choosing social media as a technological tool for the educational platform has several benefits. Those advantages are divided into three main things: social media can be used as a platform for communicating, engaging, and collaborating (Faizi et al., 2013). Research has shown that the success of any learning experience depends on many things, one of which is teacher and students' effective communication (Lailiyah et al., 2021). Effective communication between teachers and students can be reached by using social media as a technological tool for the educational platform because social media platforms provide

features that could help teachers and students interact both directly and indirectly. Thus, teachers and students can always be connected and minimize the possibility of misunderstandings between the two.

Among social media platforms, literature has been discussed the pedagogical potential of Instagram as a learning tool. For instance, Erarslan (2019) concluded that the use of social media as an educational platform is beneficial since it enables interaction, collaboration, and cooperation in a formal learning experience for the students. Besides, the result also proved that Instagram contributes to the increase of students' social presents and motivation. In addition, many research also explored students' perceptions on the pedagogical use of Instagram. Sari and Wahyudin (2019), for example, investigated students' attitudes toward the implementation of Instagram in the General English class. The result revealed that the learning was perceived positively by the students because of its easiness and enjoyableness.

In educational setting, research has shown that the use of social media in teaching and learning are more interactive compared to the traditional classroom (Kassens-Noor, 2012; Liu et al., 2020). Since students are practically using this social media, thus it is possible to be applied as a learning tool (Chawinga, 2017; Osgerby & Rush, 2015; Purvis et al., 2020). And with the appropriate use of this tools in classroom, it might promotes a student-centred learning (Gikas & Grant, 2013; Greenhow, 2011) and a collaboration learning (Mondahl & Razmerita, 2014; Razmerita & Kirchner, 2015).

As one of the famous platforms, social media has become an essential role in digital-native students every day live. Their bond with social media might benefit educators since students are already familiar with it. Even social media, such as YouTube, Twitter, and Facebook, were not developed for educational purposes, yet with the careful integration of those applications into learning tools, we can take advantage of students' technology skills for learning purposes (Liu, 2010). Thus, it is crucial for teachers and faculty to know what students are using and how they use social media so that teachers get a deeper understanding on how to adjust this tool into teaching and learning activities.

The adoption of social media in teaching and learning has been mentioned in many studies. Jones (2011) for example, proposed the potential of the implementation of Twitter as a collaboration tool in class that not only successfully enhanced students' oral and written arguments in discussion sessions but also deepened their understanding of the challenging text. On other type of social media used, Moghavvemi et al. recommended YouTube as a learning tools. By using videos in class, it would be effortless to explain the topics for students since they might visualize the subject.

The studies on students' perception using social media in classroom are very diverse. While some studies proof that students has positive views on the implementation of social media, such as using Instagram (e.g. Akhilar et al., 2017; Lailiyah & Setyaningsih, 2020; Sari & Wahyudin, 2019; Yusuf & Jazilah, 2020), and using Twitter (e.g. Borau et al., 2009; Chawinga, 2017), others found that students' perceptions were differ due to gender differences (Wakefield et al., 2011), and proficiency level differences (Aloraini & Cardoso, 2020). Therefore, the main objective of this study is to investigate the learners' perception towards the use of social media particularly YouTube and Instagram in the ESP for Business English class.

Razmerita and Kirchner (2015) highlighted the importance of collaboration as an attribute in 21<sup>st</sup>-century learning and working. Research mentioned that online or e-collaboration learning positively affects students' performance in a problem-solving group activity (for example see Tseng et al., 2009). In the relation between the use of social media and collaboration, many studies reported that the utilization of social media in learning supports collaboration and collaborative work (such as Al-Rahmi & Zeki, 2017; Mondahl & Razmerita, 2014; Razmerita & Kirchner, 2015).

One study investigated students' collaboration experience in online learning through explanatory sequential mixed method design. The result showed that positive perception toward group collaboration (Lailiyah et al., 2021). Differently, this study seeks to explore English for Specific Purposes (ESP) students' experience and satisfaction with YouTube and Instagram as a tool for learning collaboration. Thus, this study aims to explore students' experience and perspective of collaborative work by answering the main research questions:

- 1) What are students' perceptions and experiences regarding their group collaboration when YouTube and Instagram are integrated into language learning courses?
- 2) What are benefits and barriers in using social media as learning tools for students' group collaboration?

## 2. RESEARCH METHOD

### Research design

The reserch used quantitative and qualitative data to reveal students' collaborative experiences and perceptions through the completion of tasks with the aid of social media, especially YouTube and Instagram. Using Explanatory sequential mixed method design, researchers first experiment with quantitative data, analyze the results, and then use the results to create a qualitative second-phase plan (Creswell & Clark, 2017).

### Research instrument

A set of questionnaires in a form of 4-point Likert-Scale, starting from 1 (strongly disagree) to 4 (strongly agree), were developed to answering the first research questions. The questionnaire contained 15 questions on students' perceptions and experiences during the implementation of YouTube and Instagram in their language learning. In addition, 5 open-ended questions were developed to gather quantitative data.

### Data collecting technique

A web-based survey was conducted to identify the demographic information of the participants and explore the students' experience of using YouTube and Instagram for learning. The questionnaire was distributed to 85 students in two ESP classes. A total of 57 valid answer were collected, accounting for 67.06% of the total number of students. The summarized participants' demographic information is presented in Table 1. In this study, the participants were from a group of ESP students who previously participated in an online survey asking about their perception of using social media for learning in higher education.

Table 1. Participants' demographic information

Atributes	F	%
Gender		
Male	34	59.65
Female	23	40.35
Age (yo)		
18	8	14.03
19	23	40.35
20	14	24.56
21	12	21.05

In addition, to collect the qualitative data, the participants in this stage were chosen purposively. Given an assignment to work on group, they were asked to use social media, particularly YouTube and Instagram. These students, who took YouTube or Instagram as their platform, were then interviewed to shed more light on the use of those platforms as learning platforms.

### Data analysis technique

To provide a general depiction of participants' experiences on the use of YouTube and Instagram as learning tools, the Mean, Standard Deviation, and Percentage are reported. Informed by the findings of the quantitative stage, in the qualitative phase, the data from open-ended questions and interviews were then imported to NVivo 12 Software for coding purposes.

## 3. RESULTS AND ANALYSIS

The main goal of this study is to explore students' perceptions and experiences. Thus, a set of questionnaires were distributed. The result of close-ended questionnaire will be reported prior to the result of open-ended questions.

### 3.1. Close-ended questions

To elaborate the result of the study, the descriptive statistics, mean and standard deviation, are reported. In addition, we also calculated the proportion of each item. Table 2 shows the means, standard deviations, and proportions in each scale.

Table 2. The Mean, Standard Deviation, and items' proportion

Attribute	Mean	SD	Strongly disagree	Disagree	Agree	Strongly Agree
Social Media has made it easier to do group work.	3.03	.82	8.8%	5.3%	59.7%	26.3%
I want to use social media more often to improve communication and learning, especially English.	2.98	.58	3.5%	7%	77.2%	12.3%
The use of social media in group work collaboration has improved my communication.	2.96	.49	0%	14%	75.4%	10.5%

From Table 2, the item that produced the average score furthest from the neutral response, 2.5, indicated the strongest opinion. Meanwhile, the item that closest to 2.5 performed the weakest. The result indicated that the students gave their strong endorsement to the item "Social Media has made it easier to do group work" ( $M = 3.03$ ). In addition, the participants were homogenous in responding to questions "The use of social media in group work collaboration has improved my communication" ( $SD = .49$ ).

### 3.2. Open-ended questions

#### *Students' experience in using social media as e-collaboration tools*

In this stage, the first author uploaded the open-ended questions responses to the NVivo12 software. Then, analyzed the keyword transcripts thematically, as suggested by Braun and Clarke (2006). Results and interpretations were drawn from the data and reviewed by a second member of the research team to allow for a broader discussion of the results.

The first open questions asked students' experiences in using social media to collaborate with their peers in group work. Overall, 56 references or 99.11% of coverage students' statements were coded as positive statements, and only 4 negative statements were coded. Among all the positive statements regarding their experiences in using social media for group collaboration, one student mention:

"Subjectively, I quite like the use of social media as a means of group work because I am an introvert person, I don't really like meeting a lot of people, I don't really like going out of the house if I don't really need to. Besides, I also have a little difficulty working in groups, I prefer like working individually, in which I think it is much easier to work individually. But I think that working in groups through implementing social media has changed my beliefs regarding group work. I enjoyed working with my groups." (Student A, Female, 18yo)

Student A claimed that social media helped her to have better group collaboration compared to the traditional group discussion. Other students supported her perspective:

"With social media, I can get to know my peers and start connecting with them, whom I have never met in person due to this online school. Other than that, (using social media) can facilitate the communication with my groups easily. Besides that (social media) also makes it easier to learn to work in groups online." (Student B, Female, 19yo)

Experiencing online learning, many students claimed that the use of social media in the classroom provided an activity that made them interact with friends. In contrast, only a few students performed a negative statement. One student stated:

"I feel lack of social interaction, I prefer to have face to face collaboration. I would understand better if we worked directly." (Student C, Male, 19yo)

#### *The benefits and barriers in using social media*

From the result of NVivo 12 software analysis on students' perspective regarding the benefit of social media, the first most mentioned benefit of social media was "fast" with 22 references coded. Student D (Female, 19yo) believed that by using social media, she can discuss with their peers faster as she stated:

"(it is) Faster and simpler, can be done anywhere even when I am outside."

The second most mentioned benefit was summarized by the term "easy" with 18 references coded using this term. Student F (Male, 19yo) stated that,

"Working on group work by using social media, for me is easy, instant, and effortless."

Other benefits coded were "its simplicity", "familiarity", and "increase creativity with 10, 3, and 2 references coded respectively. For these students, the benefit of the use of YouTube and Instagram is not only because of their simplicity but also because of their familiarity with social media. One student emphasized,

“It is fun because I am familiar with the use of social media.” (Student G, Female, 18yo)

They also mentioned that using social media promotes students’ creativity,

“First, we can express ourselves more. Second, the benefit that I feel is that we can learn how to edit videos to upload it on social media (YouTube).” (Student H, Female, 21yo).

Regardless of all the benefits, students also mentioned the barrier in using social media. There were four themes coded from the open-ended questions and interviews: internet connection and lack of skills. There were 54 references (81.05% covered) coded with the term “internet connection.” Student I (Female, 20yo) gave her token,

“In my opinion, the main problem is the internet network. Because when I faced it (network problem), it took a long time to reconnect, and it is annoying.”

In addition, “lack of skill” is also mentioned as the barrier of the use of social media with 2 references found. One student stated,

“I don't know much about YouTube. Although I often see videos on YouTube, but I never use its other features.” (Student J, Female, 20yo)

In contrast, there were 3 references that were mentioned as “no barrier”. One of the students pointed out:

“I don't see any barrier. So far, it is good.” (Student K, Male, 20yo)

The main purpose of this study is to explore students’ experiences and satisfaction on students’ collaboration using social media, particularly YouTube and Instagram. The result of both quantitatively and qualitatively showed that using social media as complementary tools was perceived positively by the participants. This result supported previous studies that mentioned the positive perception of using social media in learning (such as Lailiyah and Setyaningsih, 2020; Moghavvemi et al., 2018; Orús et al., 2016; Sari and Wahyudin, 2019). And the use of social media is beneficial for group collaboration (Al-Rahmi et al., 2014; Dewi & Muhid, 2021; Othman, 2017). The result also pointed out that by using social media, students learned from each other interactively. This is in line with Ahmed's (2020) and Hung and Chou's (2015) study that EFL students who seek to learn a second language will greatly benefit from using social media platforms to interact freely with others.

In addition, most of students addressed that the use of social media was easy to use. Since they are familiar with it, thus they did not face any difficulties on how to work in group using social media. This result is in line with Chawinga's (2017) study. In contrast, Dzvapatsva et al. (2017) reported that several factors that prevented students from using social media, including the lack of technical skills they experienced while studying, caused them to abuse them.

Apart from that, the majority of the participants agree that internet connection was the barrier that they faced during the learning. Giving this statement, this result also supported by Lailiyah et al., (2021) that mentioned the use of online collaboration tools were believed as one of the challenge in online collaboration. Similarly, Chawinga and Zinn (2016) also found that poor internet connection prevented the effective adoption of technology in classroom.

#### 4. CONCLUSION

To conclude, the main aim of this research is to draw the students’ experiences and satisfaction on social media use through collaborative learning. The result provides strong support that students perceived positively on the use of social media in the class. Students mentioned that the use of social media, particularly YouTube and Instagram in group discussion provide new experience compared to traditional group discussion. In terms of the benefit, students believed that social media were easy to use, and they are familiar with it. Meanwhile, the majority of the participants mentioned internet connection as the main barrier in implementing social media for collaborative learning. Since this study only focus on students experiences and perceptions, in which is the limitation of the study, further study might give detail on how the effect of group collaboration with the aid of social media on students’ academic achievement.

## REFERENCES

- Ahmed, B. E. S. (2020). Social media in teaching of languages. *International Journal of Emerging Technologies in Learning*, 15(12), 72–80. <https://doi.org/10.3991/ijet.v15i12.12645>
- Akhiar, A., Mydin, A. A., & Kasuma, S. A. A. (2017). Students' perceptions and attitudes towards the use of Instagram in English language writing. *Malaysian Journal of Learning and Instruction, Special Issue*, 47–72. <https://doi.org/10.32890/mjli.2017.7796>
- Al-Rahmi, W. M., Othman, M. S., & Musa, M. A. (2014). The improvement of students' academic performance by using social media through collaborative learning in Malaysian higher education. *Asian Social Science*, 10(8), 210–221. <https://doi.org/10.5539/ass.v10n8p210>
- Al-Rahmi, W. M., & Zeki, A. M. (2017). A model of using social media for collaborative learning to enhance learners' performance on learning. *Journal of King Saud University-Computer and Information Sciences*, 29(4), 526–535. <https://doi.org/10.1016/j.jksuci.2016.09.002>
- Aloraini, N. (2018). Investigating Instagram as an EFL learning tool. *Arab World English Journal (AWEJ) Special Issue on CALL*, 4.
- Aloraini, N., & Cardoso, W. (2020). Social media in language learning: a mixed-methods investigation of students' perceptions. *Computer Assisted Language Learning*, 1–24. <https://doi.org/10.1080/09588221.2020.1830804>
- Borau, K., Ullrich, C., Feng, J., & Shen, R. (2009). Microblogging for language learning: Using twitter to train communicative and cultural competence. *Lecture Notes in Computer Science (Including Subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics)*, 5686 LNCS(500), 78–87. [https://doi.org/10.1007/978-3-642-03426-8\\_10](https://doi.org/10.1007/978-3-642-03426-8_10)
- Braun, V., & Clarke, V. (2006). Qualitative Research in Psychology Using thematic analysis in psychology Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <http://www.tandfonline.com/action/journalInformation?journalCode=uqrp20> <http://www.tandfonline.com/action/journalInformation?journalCode=uqrp20>
- Chawinga, Winner D, & Zinn, S. (2016). Use of Web 2.0 by students in the Faculty of Information Science and Communications at Mzuzu University, Malawi. *South African Journal of Information Management*, 18(1), 1–12.
- Chawinga, Winner Dominic. (2017). Taking social media to a university classroom: teaching and learning using Twitter and blogs. *International Journal of Educational Technology in Higher Education*, 14(3), 1–19. <https://doi.org/10.1186/s41239-017-0041-6>
- Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. Sage publications.
- Dewi, P., & Muhid, A. (2021). Students' Attitudes towards Collaborative Learning through E-Learning During Covid-19: A Male and Female Students. *English Teaching Journal: A Journal of English Literature, Language and Education*, 9(1), 26–33.
- Dzvpatsva, G. P., Mitrovic, Z., & Dietrich, A. D. (2014). Use of social media platforms for improving academic performance at Further Education and Training colleges. *South African Journal of Information Management*, 16(1), 1–7. <https://doi.org/https://doi:10.4102/sajim.v16i1.604>
- Erarslan, A. (2019). Instagram as an education platform for EFL learners. *Turkish Online Journal of Educational Technology-TOJET*, 18(3), 54–69.
- Faizi, R., El Afia, A., & Chiheb, R. (2013). Exploring the potential benefits of using social media in education. *International Journal of Engineering Pedagogy (IJEP)*, 3(4), 50–53. <https://doi.org/http://dx.doi.org/10.3991/ijep.v3i4.2836>
- Gikas, J., & Grant, M. M. (2013). Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media. *The Internet and Higher Education*, 19, 18–26. <https://doi.org/https://doi.org/10.1016/j.iheduc.2013.06.002>
- Greenhow, C. (2011). Youth, learning, and social media. *Journal of Educational Computing Research*, 45(2), 139–146. <https://doi.org/https://doi.org/10.2190%2FEC.45.2.a>
- Hung, M.-L., & Chou, C. (2015). Students' perceptions of instructors' roles in blended and online learning environments: A comparative study. *Computers & Education*, 81, 315–325.
- Jones, A. (2011). How Twitter saved my Literature class: A case study with discussion. In C. Wankel (Ed.), *Teaching Arts and Science with the New Social Media* (Vol. 3, pp. 91–105). Emerald Group Publishing Limited. [https://doi.org/10.1108/S2044-9968\(2011\)0000003008](https://doi.org/10.1108/S2044-9968(2011)0000003008)
- Kassens-Noor, E. (2012). Twitter as a teaching practice to enhance active and informal learning in higher education: The case of sustainable tweets. *Active Learning in Higher Education*, 13(1), 9–21. <https://doi.org/10.1177/1469787411429190>

- Lailiyah, M., & Setyaningsih, L. A. (2020). *Students' perception of online communication language learning through Instagram*. 5(2), 188–195. <https://doi.org/https://doi.org/10.26905/enjourme.v5i2.5202>
- Lailiyah, M., Setyaningsih, L. A., Wediyantoro, P. L., & Yustisia, K. K. (2021). Assessing an effective collaboration in higher education: A study of students' experiences and challenges on group collaboration. *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English*, 6(2), 97–105. <https://doi.org/https://doi.org/10.26905/enjourme.v6i2.6971>
- Liu, Q., Geertshuis, S., & Grainger, R. (2020). Understanding academics' adoption of learning technologies: A systematic review. *Computers & Education*, 151, 103857. <https://doi.org/https://doi.org/10.1016/j.compedu.2020.103896>
- Liu, Y. (2010). Social media tools as a learning resource. *Journal of Educational Technology Development and Exchange*, 3(1). <https://doi.org/10.18785/jetde.0301.08>
- Moghavvemi, S., Sulaiman, A., Jaafar, N. I., & Kasem, N. (2018). Social media as a complementary learning tool for teaching and learning: The case of youtube. *International Journal of Management Education*, 16(1), 37–42. <https://doi.org/10.1016/j.ijme.2017.12.001>
- Mondahl, M., & Razmerita, L. (2014). Social media, collaboration and social learning a case-study of Foreign Language Learning. *Electronic Journal of E-Learning*, 12(4), pp339-352. <https://doi.org/10.7748/ns2012.09.27.3.31.p9397>
- Orús, C., Barlés, M. J., Belanche, D., Casaló, L., Fraj, E., & Gurrea, R. (2016). The effects of learner-generated videos for YouTube on learning outcomes and satisfaction. *Computers & Education*, 95, 254–269.
- Osgerby, J., & Rush, D. (2015). An exploratory case study examining undergraduate accounting students' perceptions of using Twitter as a learning support tool. *The International Journal of Management Education*, 13(3), 337–348. <https://doi.org/https://doi.org/10.1016/j.ijme.2015.10.002>
- Othman, M. S. (2017). Evaluating Student ' S Satisfaction of Using Social Media Through. *International Journal of Advances in Engineering & Technology*, August, 12.
- Purvis, A. J., Rodger, H. M., & Beckingham, S. (2020). Experiences and perspectives of social media in learning and teaching in higher education. *International Journal of Educational Research Open*, 1, 100018. <https://doi.org/https://doi.org/10.1016/j.ijedro.2020.100018>
- Razmerita, L., & Kirchner, K. (2015). Collaboration and E-Collaboration: A study of factors that influence perceived students' group performance. *2015 48th Hawaii International Conference on System Sciences*, 33–42. [https://doi.org/10.1007/978-3-319-10166-8\\_25](https://doi.org/10.1007/978-3-319-10166-8_25)
- Sari, F. M., & Wahyudin, A. Y. (2019). Undergraduate students' perceptions toward blended learning through Instagram in English for Business Class. *International Journal of Language Education*, 3(1), 64–73. <https://doi.org/10.26858/ijole.v1i1.7064>
- Tseng, H., Ku, H.-Y., Wang, C.-H., & Sun, L. (2009). Key factors in online collaboration and their relationship to teamwork satisfaction. *Quarterly Review of Distance Education*, 10(2).
- Wakefield, J. S., Warren, S. J., & Alsobrook, M. (2011). Learning and teaching as communicative actions: A mixed-methods twitter study. *Knowledge Management and E-Learning*, 3(4), 563–584. <https://doi.org/10.34105/j.kmel.2011.03.038>
- Yusuf, K., & Jazilah, N. (2020). *Exploring Creativity in English Writing by Using Instagram : University Students Perceptions*. 8(2), 80–88. <https://doi.org/10.32332/pedagogy.v8i1>