ENGLISH LANGUAGE TEACHERS’ ATTITUDE TOWARDS
SOCIAL MEDIA IN HIGHER EDUCATION: INDONESIAN
PERSPECTIVE

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Abstract. Social media is a ubiquitous phenomenon affecting many areas of life,
including education. Countless educators from various disciplines have used some
forms of social media in their personal as well as professional lives, the English
Language Teaching (ELT) educators are no exception. Many studies on the area
have been conducted such as those reviewed by Inayati (2013), and Tess (2013).
However, despite the fact that Indonesia is among the highest users of a number of
social media platforms (Mediabistro 2013), such study in Indonesia is still scarcely
found in International journals. Therefore, this paper addresses the issue by
studying how Indonesian ELT practitioners perceive social media in relation to
their teaching as well as their general attitudes towards this type of media. A
number of ELT practitioners in a private university in East Java were surveyed with
regards to their attitude and perception of social media use in teaching English.
Analysis of the survey results showed that generally, the participants indicated
positive attitude towards the employment of social media in ELT. In addition, most
participants also showed high awareness of the educative potentials offered by
social media in ELT practices, and several factors which could potentially hinder
the actual use of social media were also identified. Some implications were drawn
based on the findings of the study, some of which are related to the aspect of
education management.

Keywords: English Language Teaching, Social Media

1. INTRODUCTION

Social media is one of the current phenomena in the technology advancement that
touches many aspects of life, including education. It has served educators globally
in various manners; some use it to attract more students by social media
campaign, some use it to create and maintain professional networking, and others
also use it to aid the teaching and learning process. The use of social media in
teaching has gained increasing attention over the past decade, which is evidenced
by the growing number of research in the area found in the International peer
reviewed journals. Inayati (2013, p. 194) has noted that studies on social media
has almost tripled in numbers through the course of 2000 until 2013. Social media
has been found employed in the instruction process of various disciplines, one of
which is the English Language Teaching (ELT).

ELT educators has always been actively incorporating technology into their
teaching and learning, starting from the simple recording commonly used during
the era of audio-lingual method in the 60’s to the 80’s, up until the booming of the
Internet and its subsequent by-products, such as social media. Social media is a ubiquitous phenomenon that affects a huge number of teachers and students, including those students and teachers of ELT. Social media has been largely used by ELT educators, which is reflected in the review studies conducted by Inayati (2013), Tess (2013) and Sim and Hew (2010). According to Inayati (2013, p. 197) social media has been employed in various ways, some use it for teaching skill courses such as writing and speaking skills, while others use it for teaching content courses such as English for Specific Purposes (ESP) and for teaching cultural aspect in English language learning.

Indonesian netizens (internet users) has been renowned as one of the biggest users of social media globally, with over 95% penetration rate (Saleh 2013). In other words, almost all internet users in Indonesia use social media in some ways. A search on Google searching engine about social media use in ELT in Indonesian contexts shows a considerable number of entries about the employment of social media in English language teaching and learning and its positive potential in the process. However, empirical research on the use of social media in ELT is still very limited, especially in the International journal. This becomes the underlying basis of the current study, which covers the Indonesian ELT educators’ attitude towards the use of social media in their classes.

The discussion of this research paper is structured systematically, with the second section outlining the literature review, followed by the methods of the study in the third section, the presentation of findings in the fourth section, and the discussion of the findings in the fifth section. Finally, the last section covers the conclusion and implication of the study.

2. LITERATURE REVIEW

2.1. Social Media in English Language Teaching (ELT)

The use of Social Media for teaching and learning has been connected to several popular theories in education. Selwyn (2011, p.3) proposed the theory of connectivism as the basis of its implementation, suggesting that the ability to access information when needed has become the main feature of learning in this information era. He further explains that the emphasis of learning has shifted from the accumulation of knowledge to the capacity to know more through an individual’s connection to a particular source of knowledge. In addition, Shih (2011) pinpoints that the theory of constructivism could also serve as the basis for social media use in education, as its application allows pedagogy designs with meaningful social interaction and community sharing. In ELT contexts, socio-cultural theory has also been related to the use of social media in the instruction process, for example by Hsu (2013). In his explanation, Hsu maintains that this theory prescribes learners to be well exposed to the speakers of English and their
community of practice, and that meaningful interaction with them is an essential factor in language learning. With regard to this theory, Hsu believes that social media could provide such exposure and facilitate the intended interaction in the classroom.

Various forms of popular social media have been integrated into ELT, for example, blogs, wikis, Facebook and Skype. These are employed in various ELT contexts such as teaching courses in English skills and English content. An example of the study was reported by Hung (2011) who studied the use of blogs for teaching English for Specific Purposes (ESP) in a Taiwanese university. In this study, the students in a Business Oral Communication course were required to practise their professional speaking skills in English by video recording themselves and posting the video in the designated blogs for other students to view and offer constructive criticism. By using surveys, interviews and content analysis, the study found that students were generally in favour of using blogs because in addition to its archival feature, blogs enabled them to reflect on their weaknesses in speaking and helped to improve these weaknesses. In addition, Sun and Chang (2012) conducted a study on blog employment to improve the writing skills of English as a foreign language (EFL) students in which they conclude generally positive findings. Using a qualitative approach inquiry design, their study shows that blogs could be employed naturally and independently by advanced-level students to improve their academic English writing skills. In this study, the blog posts of four graduate programme students with advanced English skills were analysed for improvement in their academic writing skills and their authorship identity building. In this study, blogs were found to be an effective platform for actively generating and sharing knowledge and reflection on experiences, and at the same time enhancing the students’ sense of authorship.

Another study on social media use in ELT contexts was conducted by Chik and Breidbach (2011) who used the combination of wikis, Facebook and Skype in their study of the Language Learning History of two student cohorts from Hong Kong and Germany. Students involved in this study were required to write a reflection of their language-learning experiences on a wiki page. The students were then asked to discuss their experience through a shared Facebook page to follow up specific questions based on their wiki entries. A Skype conference was also conducted to allow synchronous live discussion among the two cohorts. Based on the analysis of content and interview data, the findings of the study suggest that the social media employed in this study effectively served as a platform to allow both cohorts to compose multimodal texts. In addition, the findings were believed to provide evidence that all young people are equally capable of using social media and that social media may serve as an effective platform for intercultural sharing.
The social media phenomenon in Indonesia is one of the biggest in the world. As mentioned in the Introduction, over 95% of Indonesian netizens use social media (Saleh 2013). Globalwebindex (2013) states that several popular social media such as Twitter, Facebook, Youtube, and Google+ are found to be highly popular in Indonesia. Saleh (2013) also states that Semiocast, a global social media agency based in Paris, has rated Jakarta, Indonesian capital, as the number one users of Twitter. Besides Twitter, Facebook has also enjoyed a considerably high popularity in Indonesia, which is ranked as the highest three Facebook user country by a leading media industry provider in New York, Mediabistro (2013). However, although the penetration of rate of social media in Indonesia is considerably high, research on social media use in English Language Teaching (ELT) in Indonesia is still relatively low. Therefore, this study aims to fill in the gap by conducting a study focusing on the Indonesian ELT educators’ attitudes of the use of social media in their classroom.

2.2. Teachers’ Attitudes towards Social Media

This study focuses on teachers’ attitudes as several theories have shown the manner in which attitude is closely related to practice, in this case, the practice of English Language Teaching (ELT). Despite originating from the discipline of psychology, the following theories have been employed by many researchers to explain teachers’ use of the Internet and Computer Technology (ICT). First, the Theory of Planned Behaviour stipulates that an individual’s behaviour is determined by an intention which, in turn, is influenced by three governing aspects: attitude, subjective norm and perceived behavioural control (Ajzen 1991). When this theory is applied to teachers’ use of ICT or social media, the attitude aspect may include how teachers view the value of the technology, and the manner in which it affects their role in the classroom, students’ learning and motivation, teachers’ influence in the school, and other teachers (Cox 2003). Another theory entitled the Technology Acceptance Model proposed by Davis, Bagozzi and Warshaw (1989) suggests that an individual’s attitude in using ICT is governed by two aspects: perceived usefulness and perceived ease of use of the technology. Both aspects are believed to be influenced by external variables such as local education policies in ICT, teacher ICT training received, pressure from parents and students, and opinions of colleagues (Cox 2003).

Empirical studies have provided evidence on the manner in which teachers’ attitudes play a significant role in influencing their tendency to be in favour of or against using any form of technology in class, with a positive attitude correlating positively to integration (Cavas et al. 2002; Kreijn et al. 2012). Using the Theory of Planned Behaviour as the basis of their study, Kreijn et al. (2012) conducted a survey on 1,209 Dutch teachers to observe their usage of digital learning materials (DLM). They found that attitude was the one variable with the strongest predicting factor for the teachers’ intention to use DLM. Further, regression
analysis showed that attitude positively correlated with teachers’ self-efficacy, previous usage of ICT, and to some extent, colleagues’ usage of ICT. They also argued that teacher observation of colleagues with successful experiences in technology integration positively influenced their attitude and ultimately their real usage of the technology.

A closer look at teachers’ attitudes towards social media was presented in a study by Ajjan and Hartshorne (2008). Again, using the Theory of Planned Behaviour as the framework of the study, they surveyed 136 university faculty members in a large south-eastern university in the United States to determine their awareness of social media benefits and their intention of use. They found that the perceived benefits are that social media improves student learning, increases student-faculty interaction and improves student writing. A path analysis of the data showed that attitude was the only factor with a strong significance in affecting the faculty’s behavioural intention for use of social media in teaching. The other two factors believed to affect the intention of use, perceived behavioural control and subjective norm, respectively showed a significant but weak effect and no significant effect towards the faculty’s intention to use social media. The attitude variable was measured against the faculty’s perceived usefulness, perceived ease of use, and the compatibility of web-based social media. As such, the study suggested that training in integrating social media could be offered to influence faculty’s decision to use social media in class.

Within the context of Indonesian education, studies about educators’ attitudes towards ICT in general, and social media in particular, are still scarcely found in international journals. In fact, the Indonesian government, through its strategic plan in education, has stipulated that ICT expertise should be one of the focuses of education to prepare an internationally competitive future generation (Departemen Pendidikan Nasional 2009). The document also states that some national schemes focusing on ICT integration in education have been made to support national e-learning initiatives. However, to the author’s knowledge, the availability of empirical studies on this area of research is still relatively low. As such, this study aims to fill in the literature gap by exploring the Indonesian ELT educators’ attitude towards the use of social media in teaching.

The present study focuses on teachers, whose influence over student learning is evident. Teachers are active, thinking decision makers who play a critical role in shaping classroom events. As such, an understanding of their mental state is of central importance to gain insight into the nature of their instructional practices and professional development, as well as to assist policy makers to be more sensitive to the key roles that teachers play in educational innovation (Borg 2006). In this project, teachers’ familiarity with various types of social media is explored as a basis for further analysis of their attitudes toward social media. The present study focuses on teachers’ attitudes to perceived usefulness of social media.
ranging from specific to the more general aspects of social media: perceived social media usefulness in teaching English and the aspects of wider professional development area, and finally to the more general area of educational use of social media for higher education. In addition, the correlations between the attitude towards social media and some demographic details of the respondents such as gender, employment status, education level, age, and tenure, were also probed in order to observe the potential relationships.

3. METHODS

The present study was conducted in a language center of a renowned private university located in Malang, East Java, Indonesia. The language center in this university is responsible to organize the teaching of English for Specific Purposes (ESP) for first year undergraduate students of various disciplines in the university. There were 67 faculty members teaching in this center, all of whom were Indonesian speakers with advanced English skills. They constitute both full and part-time faculty members. This study targeted all of the center’s faculty members, whose attitude towards social media use in their ELT contexts were probed through a survey.

Survey is a procedure in quantitative research that involves the use of a questionnaire to explore a population’s characteristics, attitudes, behaviours, and opinions (Creswell 2012). This instrument was considered appropriate with the objective of the study, which is observing the attitude of ELT educators towards the use of social media in their teaching contexts. The survey items were developed through a rigorous process which includes extensive literature study on the area of research to create good and relevant items in the questionnaire, consultation to five ELT and education experts for content and face validity, a pilot test to nine ELT educators, and an analysis of the questionnaire’s internal consistency using Cronbach Alpha coefficient (which resulted in 0.775 = good internal consistency). The survey consists of three sections: the first section is about the respondents’ profile such as the gender, age, educational background, and tenure; the second section probes about the respondents’ familiarity to and frequency of use of popular social media platforms; and the last section is about the respondents’ attitude towards social media use in their ELT contexts. The last section consists of 24 items, which probes into the respondents’ attitudes towards social media use from specific to the more general contexts, starting from the ELT classroom contexts, in the ELT professional development contexts, and in the general education contexts.

The data collection was conducted from 20 September to 4 October 2013. 90% of the targeted respondents returned the survey; however, due to incompleteness, only 78% of the returned survey were analysed in this study, which is considered...
sufficient and representative. After the data was obtained, they were analysed using the descriptive statistics with the help of SPSS 20 software. To analyse the respondents’ profile, familiarity and use of social media, simple description of numbers and percentage is used. In addition, weighted mean is used to analyse the attitude items as it is considered appropriate to understand the overall trend of the respondents’ attitudes.

4. FINDINGS
The profile of the respondents was dominated by female, part time, younger than 30 years old and with a bachelor degree qualification. The percentage of the female respondents was 68% while the male respondents were 32%. In addition, 60% of the respondents were part-time faculty members, while the rest was full time. Next, 81% of them were younger than 30 years of age, and held the bachelor degree qualification. As for the length of teaching, 32% of the respondents reported that they were new teachers with less than two years experience, 45% reported to have been teaching for 2-5 years, while the rest 23% had taught for more than 6 years.

Following the profile were the questions about the respondents’ familiarity with social media and their frequency of use. The questionnaire listed ten popular social media according to literature to see if the respondents know about them and/ or use them. For the familiarity, the respondents were to indicate if they were not familiar, familiar and very familiar with the listed social media. For this question, all respondents reported familiarity with at least two social media, namely Facebook and YouTube. Other social media in the list that the respondents showed a considerable level of familiarity with were Twitter, wikis, blogs, and Google+; while the least familiarity were found for social media such as SlideShare, MySpace, LinkedIn and Podcast. In addition to familiarity, a question on the frequency of use of these social media was also probed into. For this, the respondents were asked to indicate how frequently they visit and/ or use the listed social media into never, rarely, sometimes, often, and very often. In line with the familiarity, the survey results showed that the most frequently visited and used social media were Facebook and YouTube. Then, the results also showed that Twitter, wikis, blogs and Google+ are occasionally visited, while SlideShare, Podcast, LinkedIn and MySpace are seldom visited. Table 1 presents the detail of the mean score for the familiarity and frequency of use.
Table 1. The mean score of the familiarity and frequency of use of social media

<table>
<thead>
<tr>
<th>Social Media</th>
<th>Familiarity ((\bar{x}))</th>
<th>Frequency of use ((\bar{x}))</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>2.87</td>
<td>4.57</td>
</tr>
<tr>
<td>YouTube</td>
<td>2.70</td>
<td>4.15</td>
</tr>
<tr>
<td>Twitter</td>
<td>2.23</td>
<td>3.38</td>
</tr>
<tr>
<td>Wiki</td>
<td>2.21</td>
<td>3.04</td>
</tr>
<tr>
<td>Blog</td>
<td>2.19</td>
<td>2.94</td>
</tr>
<tr>
<td>Google+</td>
<td>2.00</td>
<td>2.74</td>
</tr>
<tr>
<td>SlideShare</td>
<td>1.68</td>
<td>2.09</td>
</tr>
<tr>
<td>Podcast</td>
<td>1.45</td>
<td>1.72</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>1.45</td>
<td>1.68</td>
</tr>
<tr>
<td>MySpace</td>
<td>1.47</td>
<td>1.53</td>
</tr>
</tbody>
</table>

Note: The values indicate:
for familiarity: (1) not familiar, (2) familiar, (3) very familiar
for frequency of use: (1) never, (2) seldom, (3) sometimes, (4) often, (5) very often

Faculty’s Attitude towards Social Media

The attitude aspects addressed in this study focused primarily on respondents’ perceived usefulness of social media for professional educational purposes. There are 24 items in this section of the survey; each measured using the five-point Likert scale of agreement: (1) strongly disagree, (2) disagree, (3) undecided, (4) agree and (5) strongly agree. The items were arranged from specific attitudes towards social media usefulness in English teaching, then moved to social media usefulness for broader higher educational purposes. Analysis of the results showed that generally, faculty members of the Language Center have a positive attitude towards social media for both teaching English and other educational purposes. This is indicated by the grand weighted mean of \(\bar{x} = 3.98\), which shows that overall, faculty members of the Language Center agreed with the statements related to perceived usefulness listed in the survey. Detailed account of the respondents’ attitude towards social media use in ELT and education in general is presented in Table 2.
Table 2. Respondents’ Attitudes towards Social Media

<table>
<thead>
<tr>
<th>Attitude variable statements</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social media integration makes English teaching and learning more enjoyable</td>
<td>4.09</td>
</tr>
<tr>
<td>Using social media offers real advantages in English teaching and learning</td>
<td>4.06</td>
</tr>
<tr>
<td>Social media enhances student English Language learning</td>
<td>4.04</td>
</tr>
<tr>
<td>Social media is an effective English learning tool</td>
<td>3.96</td>
</tr>
<tr>
<td>Social media improves student–student communication</td>
<td>3.91</td>
</tr>
<tr>
<td>Social media helps me organize my teaching</td>
<td>3.89</td>
</tr>
<tr>
<td>Social media improves teacher–student communication</td>
<td>3.85</td>
</tr>
<tr>
<td>Social media creates stronger learning communities in class</td>
<td>3.66</td>
</tr>
<tr>
<td>The technical challenges posed by social media integration in teaching outweigh the benefits</td>
<td>3.38</td>
</tr>
<tr>
<td>I would like to learn more about using social media in teaching</td>
<td>4.28</td>
</tr>
<tr>
<td>I like using social media in teaching</td>
<td>3.77</td>
</tr>
<tr>
<td>I would suggest my colleagues to use social media in their teaching</td>
<td>3.77</td>
</tr>
<tr>
<td>Social media allows for effective communication among educators in general</td>
<td>4.09</td>
</tr>
<tr>
<td>Social media is an effective tool for building stronger campus community</td>
<td>4.04</td>
</tr>
<tr>
<td>Social media allows for effective communication among faculty members and staff</td>
<td>3.91</td>
</tr>
<tr>
<td>Social media allows effective communication among faculty members</td>
<td>3.83</td>
</tr>
<tr>
<td>Social media is a valuable tool for enhancing student academic retention</td>
<td>3.79</td>
</tr>
<tr>
<td>The university should provide better supporting facilities for social media integration</td>
<td>4.62</td>
</tr>
<tr>
<td>The university should use social media to connect current students and alumni</td>
<td>4.17</td>
</tr>
<tr>
<td>The university should provide training for social media integration in teaching</td>
<td>4.17</td>
</tr>
<tr>
<td>The university should better embrace social media integration</td>
<td>4.13</td>
</tr>
<tr>
<td>The Language Center should support social media use in teaching</td>
<td>4.13</td>
</tr>
<tr>
<td>The university should use social media to attract potential students</td>
<td>4.00</td>
</tr>
<tr>
<td>The university should use social media to better connect all students</td>
<td>3.89</td>
</tr>
<tr>
<td><strong>Grand mean</strong></td>
<td><strong>3.98</strong></td>
</tr>
</tbody>
</table>

A closer look at the results suggests a similar picture in almost all items with means ranging between 3.51 and 4.49. This shows that the majority of respondents agreed with the statements. However, it is worth noting that there are two items that lay under and above the range, which implies a different conclusion. A low mean value of $\bar{x} = 3.38$ was found for the item ‘the technical challenges posed by social media integration in teaching outweigh the benefits’, which demonstrates that the respondents were uncertain about whether the
The statement was true or not. Another item ranking at the highest mean value of $\bar{x} = 4.62$ was ‘the university should provide better support facilities for social media integration’. This demonstrated that the majority of respondents strongly agreed with the statement. Finally, it is also worth highlighting that none of the respondents had a negative attitude towards social media use in education, which indicates a strong agreement that Language Center faculty members perceived social media as useful for ELT and other educational purposes.

In addition, potential differences and the correlation between attitude and the demographic variables were also measured to observe whether different groups had different attitudes towards social media or whether there is relationship between certain qualities the respondents have and their attitudes towards social media. Again, no significant results were found for these tests, indicating that all faculty members of the Language Center possessed similar attitudes towards social media use in ELT and in education generally. Next, the Mann-Whitney test was conducted to observe the difference of attitudes between males and females, and between full-time and part-time faculty members. Both tests showed no significant results (gender: $U = 209.5$, $z = -0.697$, $p>0.05$; employment status: $U = 259.5$, $z = -0.206$, $p>0.05$). Similarly, the Spearman Rho test indicated no significant correlation for each variable pair of age and attitude ($r = -0.189$, $p>0.05$), education level and attitude ($r = 0.078$, $p>0.05$), and tenure and attitude ($r = 0.078$, $p>0.05$). This finding showed that all faculty members of the center were equal in their attitudes towards social media.

5. DISCUSSION

Overall, it was found that the respondents in the present study were in favour of social media use in education. The Likert scale analysis indicates a generally positive attitude towards social media use in education. A more detailed discussion of the analysis results of the attitude variable is presented below.

5.1. Attitude towards social media Usefulness in ELT

In line with the attitude of social media use for general education purposes, a detailed observation of the faculty members’ attitude towards social media use specifically for ELT contexts revealed that the respondents generally demonstrated a moderately positive attitude. First, they demonstrated a moderately high agreement that social media integration into ELT offers real advantages as it is believed to improve the enjoyment levels of the class and enhance the students’ language learning. Further, many faculty members also reported agreement that social media could serve as an effective English learning media that helps organise their teaching and improves communication among
students and between teachers and students. In addition, the respondents believed that social media could create stronger learning communities.

However, the Language Center faculty members showed a relatively high concern about the potential technical challenges that may outweigh the benefits during the implementation process. This concern is not baseless, as several empirical studies on social media use in ELT have found that technical problems constituted a prevalent theme during the implementation process (Hung 2011; Ozkan 2011; Zorko 2009). Conversely, further analysis of the respondents’ attitude towards social media in ELT revealed that they showed a relatively high willingness to learn more about how to better integrate social media into their teaching contexts, were in favour of teaching using social media, and would likely suggest to their colleagues to use social media in their ELT contexts. This indicates that they have a positive attitude towards using social media in their teaching contexts. With such a positive attitude towards the integration of social media into ELT, the awareness of the potential problems in ELT indicates that they not only saw the positive sides of the issue, but also had foreseen the potential problems. Thus, if given the opportunity, they could apply their plans more confidently.

5.2. Attitude towards Social Media Usefulness in Higher Education

In general, the language center faculty members showed a moderate agreement to the potential benefits of social media for the broader education community in the university, indicating their positive attitude to this. The analysis showed that respondents reported quite a strong belief that social media use enables effective communication among educators in general and allows the creation of a stronger campus community through effective communication among faculty members and staff. In addition, the respondents believed that it could improve students’ retention, for example, by making available online and shared support, as well as by creating an online-learning community. The results of this section demonstrated that the faculty members were generally aware of the potential benefits of social media integration into the wider academic community of the university.

The language center faculty members also indicated that they had high expectations that the university should provide more support for the integration of social media into the teaching and learning process, as well as into the academic community of the university. They also expressed that they were looking forward to the university providing training for social media integration into their teaching. Overall, respondents suggested the university should better embrace social media in their environment, and provide better support facilities for social-media integration such as improving the networks among the current students as well as the alumni, and for attracting future students.
6. CONCLUSION AND IMPLICATION

The goal of this study was to explore the Language Center’s faculty members’ attitude towards social media. The results of the study suggest that regardless of gender, employment status, age, education level, and tenure, all faculty members were familiar with social media and have used at least one type of social media. It was found that the respondents generally held a positive attitude towards the use of social media in education, especially in ELT. Based on these findings, some implication could be dawned. First, the ELT educators’ positive attitude towards social media could be best employed by the education institution to promote blended learning, or learning using both face-to-face and on-line platforms, thus also promoting the better integration of technology in education. Second, the respondents indicated positive attitude towards the use of social media for continuous professional development, and a considerably high interest in obtaining further trainings in using social media in teaching. This particular attitude should be best employed by the education institution management by including more aspects of social media use in teaching and learning in their professional development programs. In addition to trainings, to ensure the sustainability of the initiative, the management could also introduce a new policy that promote experimental atmosphere among the faculty members to integrate social media in their teaching.

Finally, future research could be conducted to complement the limitation of this study. For example, as the present study used only a survey to obtain the data, future research could consider doing a triangulation study such as via interview and/ or observation to generate more in-depth data about the issue. Furthermore, the present study merely focus on the ELT educators’ attitude towards social media, thus future research could probe further about the issue, for example by studying the actual use of social media in education, or by widening the scope of the study to cover more relevant educational institutions. In addition, to support the smooth integration of social media into ELT, future studies could consider some effective practices in making the best use of social media in the different contexts of ELT. Finally, as the current study focused only on the teachers’ perspectives, future research could consider shifting the focus to the students’ perception of social media use for educational purposes. Studies in the area of Indonesian educational contexts are currently still very limited in the literature and thus, many areas remain open for research.

REFERENCES


