THE DYNAMICS OF EFL TEACHING IN INDONESIA: BE INNOVATIVE TEACHERS THROUGH SOCIAL MEDIA

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Abstract

Technology is being used in the 21st century where teaching and learning occurs. It becomes the key component of a sophisticated classroom; nevertheless, technology is nothing in the teaching and learning without being touched and used by teacher and students. It such a cyclical process where the teacher and the students are constantly being dynamics, to shift and change over time. Technology has a broad meaning. Making use of LCD and laptop as a favorite device for teaching is also technology. Do these tools create dynamic teachers? English language teaching entails more devices. This globalization era introduces students with internet-based activity. Having a hand phone at hand, students are able to interact with others through internet connection. They recognize kinds of social media and they have the accounts as well. This paper elaborates how Facebook group and its features become a comfortable place for teacher and students to interact dynamically by writing, reading, and giving feedback.

Key words: *technology, dynamic EFL, innovative teachers, social media.*

A. Introduction

"Are you a dynamic teacher? Do you apply a dynamic teaching in your classroom? Do you use technology in it? Do you use single or multiple devices in it?" Such posed questions rarely come across to educators' mind as they have their own strategy to apply in their classes. Once they realize that they have awfully made use of technology in their classroom and they do not care whether they have implemented teaching and learning process dynamically. They sometimes do not really care about the process being done; however, they remarkably consider their teaching strategy fruitful and having the positive impact on their students' learning achievement.

Technology is being used in the 21st century where teaching and learning occurs and when the education should be developed with some variation of teaching strategy. It becomes the key component of sophisticated classrooms; nevertheless, it will be being nothing in the teaching and learning process if both teacher and students do not apply it. It means that technology is not worth if it is not being touched and used by the teacher and the students. It is such a cyclical process where they are constantly being dynamics to shift and change overtime.

In educational settings, there are two distinct ways for the learners to have access to the technology: learning from and learning with technology (Reeves,1998, p. 1). Therefore, both the teacher and the students can take advantages of the internet such as using social media to be applied in teaching and learning process. Additionally, Başal & Aytan (2014) put forward:

> The rapid advances in ICT in recent years have resulted in an extensive search for possible uses of ICT in educational settings. Many educators all around the world, including English language teachers, are now taking innovative steps to integrate technology into their teaching environments. In language teaching, language teachers have a wide variety of choices for integrating technology into their classes.

To most higher education teachers in Indonesia, using tools or devices in delivering materials is usually implemented by taking in-focus and laptop as the way to involve technology during the learning process to facilitate the students to catch the materials faster. It seems that the teacher is simply eased to finish the subject not in the monotonous way because from the device such as connecting the computer to the in-focus there are many things can be shown: PowerPoint slide of a subject, giving pictures or showing video. Nevertheless, in-focus and laptop are not the only technology devices suitable for this era. Using both tools one semester only for delivering material is also the monotonous way of teaching in this digital world. More modern media can be utilized in line with the use of tools such as internet and social media. This paper elaborates the dynamic teaching of English as a foreign language and the Facebook group as well as its features as a comfortable place for teacher and students to interact dynamically by writing, reading, and giving feedback.

B. Creating Dynamic English Teaching

This globalization era introduces students with internet-based activity. Having a gadget or a phone at hand, students are able to interact with others through an internet connection. They recognize and sign up to kinds of social media. Having account of social media is beneficial for some situations somehow. Learning is not only about reading a book, or writing paragraphs through pen or pencil on the paper merely, yet the students could use the social media through gadget or computer as the place to discuss, submit and finish any subject matters.

Egbert (2005) states that it is important to note when using a computer, students should be involved in the authentic learning settings. Not only for the students, but also for the teacher since using technology it will be easy to get the students browse the materials on the internet. It does not even waste the time. After that, the teacher can also ask the students to make a group of study then having a discussion, giving comment or feedback in that group. From that, it probably makes the teacher and students in this era are more dynamic in learning process. Technology for more time make a good development dynamically.

Nowadays, almost all of students in the world use social media as a part of their daily life. (Inderawati, 2011). They were born in the digital age and interacted with digital technology from their early age. The students are required to read about the new technologies, engage with these new technologies as part of an assignment, and demonstrate their knowledge and understanding of the content unit by presenting it in social media. In fact, most of the students are living in the digital world where they spend a considerable amount of time scanning information, socializing, and learning knowledge, and entertaining (Yunus et al, 2016). In addition to this, Li (2017) states that Wikis, Forums or Blogs have been mainly used for collaborative writing, facilitating writing process in English language teaching.

The use of social media has evolved over the years. Yunus, et al (2016) insist the following.

> In the 21st century, the teachers are expected to take the pedagogical responsibilities for utilizing not only the social media but also state-of-the-art tools to create suitable teaching activities, to construct the authentic environment, for helping students to get the input of English knowledge and produce the output of L2 writing effectively.

A few researchers have studied the use of Facebook as a learning environment, some in English writing or online discussion, the use of YouTube in classroom teaching and its use in English literature. Ariana & Mirabela (2014) state that it is a fact that mobile and web-based technology used to create an interactive platform where people share, create, discuss, and modify the users made content as the social media impact. Social Media Language Learning (SMLL) is an innovative approach which connects social media to language

learning for interactive language teaching. Building a comfortable conversation and so do the four language skills are encouraged to do by creating as many as possible language exposure.

A question emerging in our mind whether the use of cited media and devices have created a dynamic English teaching? Analogically, a teacher with a very good book was teaching in a classroom accompanied with an in-focus and laptop to deliver the material. It seems that the teacher utilized various kind of media; however, the teacher taught the material classically by speaking much more than his students'.A set of statements dealing with teaching dynamically was constructed from some related literature can be used to assess whether or not someone is identified as a dynamic teacher or not. The statements are in terms of a questionnaire as follows.

Table 1. Dynamic Teacher Questionnaire

NO	STATEMENTS	RESPONSES	
		YES	NO
1	I know how the teaching and learning in this era looks like.		
2	I use technological devices in my class to help me deliver lesson.		
3	I absolutely agree that both teacher and students are active in ELT.		
4	I use laptop and LCD to engage me and students.		
5	I am sure that technology is a tool to facilitate the dynamics of both teacher and students.		
6	I realize that the use of technological devices make classroom dynamic.		
7	I am dynamic as I love with changes in teaching.		
8	I like my students learnt autonomously.		
9	I utilize kinds of media and devices in teaching		
10	I believe technology will lead and move from being static to dynamic in the class.		

The table informs that teachers can be categorized as dynamic teachers if they respond YES for all items in it. The technology in it is just a static device which needs dynamic users to explore its potential usage.

C. Utilizing Facebook with Innovative Teacher for Dynamic English Teaching

Using Facebook as a medium for language instruction encourages a collaborative environment, builds positive attitudes, increases motivation and student participation, and sustains teacher-student relationship (Suthiwartnarueput & Wassanasomsithi, 2012). Facebook, as they insist, as a language learning tool, in which the students' writing could be effectively developed. Besides, students' positive attitudes in language learning could also be enhanced. Facebook can also provide many pedagogical advantages to teachers. It helps the teacher make a connection with students about assignments, upcoming events, useful links, and samples of work originating from both inside and outside of classroom. Using Facebook as a medium for language learning not only effectively enhances language competence but also builds positive attitudes of students.

Many studies that demonstrate and guide teachers on how to use social media especially Facebook for classroom teaching and learning purposes. The study conducted by Kabilan, *et al*., (2010) have proven that learning of English in Facebook is feasible. It is because the feature that characterize Facebook are able to engage students in meaningful language-based activities, even though their initial intention of joining Facebook is to socialize. If educators or teachers planned appropriately as part of an educational project, it would be able to facilitate and produce meaningful learning of English within an online community of English language learners.

Facebook is famous and well-established platform which is potential to be online classroom. Lamy and Zourou (2013: p.5) announce that as a new environment for students to learn language in the 21st century, Facebook is prominently selected by teachers and students above other social media. As a nice spot for learning language, Facebook can be both static and dynamic. Statically, Facebook is utilized by many educators for two things: assignment collection and grammar error check.Vice versa, Facebook is dynamically

employed if rich connections happen there with either online or offline learning mode.

Rich connections or multiple formats refer to the variety use of media and devices that must be well-prepared by teachers who teach at higher education as experienced and investigated by Inderawati (2016) that the rich connections are Facebook, WhatsApp, Google, Yahoo as media, meanwhile laptop, in-focus, and hand phones as devices. These media and devices must be equipped with attractive activities which stimulate the students' cognition, affection, and psychomotor aspects, cited in the syllabus prepared by the teacher. These all interact one another. Having observed campus environment, selected one object to be the topic for writing task, and taken a picture of the object, all students returned to class to initiate writing. Once they have accomplished the first draft (the second meeting), they were allowed to upload the picture and the paragraph writing in their Facebook group, that is WRITING II WITH RI LAYO 2017, as follows.

The Demerits of BO BAROKAH Mosque

BO BAROKAH Mosque, a building in which Muslim worship, in Faculty of Teacher, Training, and Education in SRIWIJAYA University, has two demerits. First of all, the facilities does not have regulation for who user it. For example, there are not the regulation about mukena user, Al-Quran reader and ablution place user. Therefore the students of that faculty do not have discipline. The mosque is not neat because they do not put the mukena on its original place. Another demerit is it does not provide Al-Quran for students who want to read Al- Quran. For many years BO BAROKAH Mosque does not have Al-Quran on its shelf, it only has many Islamic books. Therefore after pray, the students do not read Al- Quran. In conclusion, the demerits of BO BARAKAH Mosque does not only have

regulation but also Al-Quran for Al-Quran reader.

Another meeting, they were asked to do self-assessment to their first draft freely. As a result, their comments were very simple for example: "I think my paragraph is good" or "I like my writing so much."Surprisingly,the self-assessment got better as the rubric really helped a lot and made them think critically. They   assess their own writing by using a paragraph rubric (Oshima and Hogue, 1991). Here is an example of a student's paragraph and below it is her

Air Conditioner, a thing that has 2 functions in terms of teaching and learning process in FKIP. First of all, air conditioner helps both lecturers and students to feel comfortable when the teaching and learning takes place. The comfort will influence the lecturers as well as the students to feel happy and relax. For example, the lecturers or students who live far away from the campus, have to struggle under the sunny day, as soon as they arrive at the class, they need to cool down their body.Another functions of air conditioner is its usefulness to help the students to concentrate while studying. Can you imagine if there is no air conditioner in the class? The students will keep complaining about the temperature all the time in that they will not give their attention to the lecturer. In conclusion, air conditioner creates the comfort and concentration in the class for both the lecturers and students. (Khalisa,2017)

comment on her own writing. Another day, they were asked to assess their peer's writing by using the same rubric paragraph rubric.

Next activity, they were asked to go to a small library next to their class to find a book for the topic to write. They wrote it there. Before this activity, they were asked to get data for their

I am going to try to asses my own paragraph because I realize that it has some good as well as the bad. To begin with, let me admit what mistakes do I have on my writing. First, I admit that my paragraph has no title, so it makes the reader feel confused when reading my paragraph and I am sure they will also wonder what my paragraph really talks about. Second, I think I still have many mistakes on the mechanics especially for the punctuation since I am still confused where to put the comma. To avoid the confusion, I put many commas on my paragraph. Third, I have just realized that I did the wrong grammar on the 2nd line. It supposed to be "when the teaching and learning taking place". Now, I would like to tell the good of my paragraph. First, it has the clear topic sentence along with the controlling idea. I wrote the topic sentence at the very first line. Second, it has the good unity

and coherence. As you can see, the content of the paragraph doesn't run from the topic. From the beginning until the end, it only talks about the functions of the air conditioner. Third, I am sure that my paragraph has no unclear sentence because all the words are understandable, simple, and no misspelling. Although, it has no title but the reader understand all the words I have written there. Fourth, my paragraph has a good concluding sentence because it begins with an appropiate end of paragraph signal, tells the reader the things mentioned in controlling idea, and has the good sentence because I wrote two nouns which are parallel. I wish after studying writing 2, I can get the improvements on my writing. (Khalisa,2017)

writing through interview their own friend. Again, for these two activities, they had to search and make pictures that described the activities.

At the end of semester, they had to write about the teacher who taught them academic writing before they composed academically about their own mother's hobby. The multiple formats were entailed in this part. The students had to browse in Google or other website the articles written by the teacher, visit her Facebook account to know her academic and non academic matters as sources to write by utilizing their own handphone.

D. Conclusion

English Language Teaching necessitates innovations by creating attractive and constructive activities in the classroom by the utility of media, device, method of teaching, and distinct activities to stimulate the vital aspects in the teaching and learning process: cognitive, affective, and psychomotor aspects. Abundant social media are beneficial to have a learning happen. Facebook and its features combine teaching in the classroom by online and offline where the students were encouraged to read their friends' paragraphs, to discuss, to write, to comment or to give feedback to their own paragraph and their peer's.

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