PERCEPTION AND ATTITUDES TOWARDS ENGLISH LANGUAGE ACTIVITIES CONDUCTED ON SOCIAL MEDIA DURING MCO.

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Abstrak

Kajian ini dijalankan mengikut konteks Malaysia khususnya dalam melaksana dan melengkapkan aktiviti bahasa Persatuan Bahasa Inggeris (ELS) di Institut Pendidikan Guru Kampus Pendidikan Islam, Selangor. Data dikumpul semasa berlakunya pandemik Covid 19 di mana sistem pendidikan Malaysia beralih daripada pembelajaran di dalam bilik darjah ke pembelajaran secara dalam talian. Ahli ELS telah diarahkan untuk meneruskan aktiviti menerusi media sosial iaitu WhatsApp. Ahli jawatankuasa menggunakan Whatsapp Messenger dan Instagram sebagai platform dan bergilir berkongsi maklumat menggunakan medium tersebut. Ini bertujuan agar ahli jawatankuasa ELS dapat terus memberi sumbangan dan menjalankan aktiviti. Kajian ini dijalankan dengan menggunakan intrumen soalan tinjauan kualitatif deskriptif secara dalam talian menggunakan Google Form untuk mengetahui persepsi pelajar dalam memberi maklum balas terhadap penggunaan aktiviti bahasa menggunakan media sosial semasa pandemik terutama dari sudut cabaran, pandangan dan keperluan pelajar.Peserta kajian merupakan 16 orang pelajar pra B.Ed TESL yang juga ahli jawatankuasa ELS dari program PPISMP, IPG KPI.

Kata kunci: pembelajaran dalam talian, media sosial, persepsi dan sikap, cabaran, aktiviti

Abstract

This study is conducted in Malaysian context, particularly in carrying out and completing the English Language Society (ELS) language activities at Institute of Teacher Education Islamic Education Campus, Selangor (IPGKPI). The data were gathered during the Covid-19 pandemic in which the Malaysian education system changed modes from learning inside the classrooms to learning remotely, hence online learning. During the Movement Control Order 1.0 enforced by the Malaysian Government on 18th March 2020, the committee members of ELS were instructed to continue the weekly ELS activity in the social media namely WhatsApp. The committee members used WhatsApp Messenger and Instagram as the platform and each of the members would share posts related to the English Language in turns. The aim is to ensure the continuity of activities and contributions among members of the IPGKPI English Language Society. This study was conducted using descriptive qualitative survey questions administered online using Google Form to delineate the research prticipants' challenges, insights, and needs in response to their perceptions and attitudes of using social media to perform language activities during this pandemic. The research research participants were 16 B.Ed. TESL foundation students who are the committee members of ELS, from the PPISMP Programme at IPG KPI.

Keywords: online learning, social media, perception and attitudes, challenges, language activities.

This global pandemic of Covid-19 had forced the government to enforce the Movement Control Order (MCO) on 18th March 2020 as a measure to curb the spread of the disease. During the

MCO, the committee members of English Language Society (ELS) were instructed to continue the weekly ELS activity on social media namely WhatsApp. The committee members used WhatsApp Messenger and Instagram as the platform and each of the members would share activities related to the English Language in turns. Kant, R. (2018) suggested that WhatsApp could also be used as another study platform. Since its introduction in 2009, WhatsApp, a mobile instant messaging application, has reached 500 million users worldwide, sharing 700 million photos and 100 million videos daily (Acton & Koum, 2014). Furthermore, WhatsApp providing several opportunities for the students to learn and share their resources. Therefore, WhatsApp has the potential to provide a digital platform for students and teachers according to their needs and preference.

This study aims to analyse the ELS committee members' attitudes and perceptions towards the use of social media when conducting ELS activities. The committee members enjoyed their new routine as it provided them with plenty of new and interesting information. Various materials have been shared via the WhatsApp group chat such as proverbs, famous Shakespeare's quotes, idioms and English fun facts. There were also enjoyable activities such as tongue twister and nursery rhymes. These can be considered as efficient initiatives as they acknowledged Shakespeare's famous quotes, fun facts about English and practising English words. A more challenging project was the collaborative storytelling done for the Highly Immersive Programme posted on the Institute's official Instagram. Overall, these activities should be done frequently in the future. In sum, it was a great effort done by the committee members in improving their English language proficiency.

Problem Statement

Social networking sites have been utilized in the education field due to their accessibility, ease of use and efficiency (Chenzi, Salehi & Yunusm, 2012). During this pandemic outbreak, social networking sites used hold greater importance due to movement control order in our country. Studies on students' attitudes towards online education flourished since the beginning of the covid-19 outbreak (Nash, Schiffmann & Graic, 2020; Unger & Meiran, 2020). However, studies on students' perception and attitudes towards language activities conducted on social media especially looking at the two main social network sites, namely WhatsApp and Instagram is not evident. This study would thus like to explore the students' perception and attitudes towards language activities conducted on social media namely WhatsApp and Instagram.

Research Objectives

1. To identify the perception of ELS members on the use of the social media in ELS language activities.
2. To identify the attitudes of ELS members on the use of the social media in ELS language activities.
3. To analyse the ELS members preferences on conducting ELS activities in the social media.

Research Questions

1. How do ELS members perceive social media for ELS language activities?
2. What are the attitudes of ELS members towards using the social media in ELS language activities.
3. What are the ELS members' preferences on conducting ELS activities in the social media?

Literature Review

Many studies examined the use of social media for learning and its relationship with six possible learning activities that are often carried out using social media The most visible conclusions studies is

the acquisition of high-frequency material from social media both from YouTube, Wiki, Facebook or WhatsApp in learning a language both formally and informally.

Altam, S. (2020) in his research: *Influence of social media on EFL Yemeni learners in Indian Universities during COVID-19 Pandemic* mentioned that the first item of his questionnaire was a question asking the participants how much time do they spend using social media during the COVID-19 pandemic. (107) out of (120) participants stated that they use social media for more than 4 hours daily. (13) Participants stated that they use social media for 1 to 2 hours daily which constitutes only (10.8%) of the participants. From the answers obtained it is clear that the majority of the learners (89.1%) use social media excessively. This indicates that learners use social media too much especially during the COVID-19 pandemic. This long time spent daily with social media is because of the free and unlimited time learners have during the pandemic.

The findings indicate learners feel that using social media for learning the English language is entertaining and exciting. This is because of the fashionable and attractive design of social media. Another important indication of the finding is that learners feel that using social media improves their fluency and interaction with their peers. Learners can speak freely and without barriers when using social media platforms like WhatsApp, and Messenger. So social media makes them socialize and practice speaking in the English language especially when making friends with English native speakers on Facebook or WhatsApp. Altam, S. (2020)

Li, C. and Lalani, F. (2020) in their article *The COVID-19 pandemic has changed education forever* stated, what has been made clear through this pandemic is the importance of disseminating knowledge across borders, companies, and all parts of society. If online learning technology can play a role here, it is incumbent upon all of us to explore its full potential. They also said since studies have shown that children extensively use their senses to learn, making learning fun and effective through the use of technology is crucial that over a period, we have observed that clever integration of games has demonstrated higher engagement and increased motivation towards learning especially among younger students, making them truly fall in love with learning.

Barhoumi (2015) observed that WhatsApp facilitate knowledge sharing among peers, improve learners' manipulative skills, facilitate the learning process and foster the evaluation process. WhatsApp is seen as an educational mobile tool with great potentials of helping students construct their knowledge while making use of digital mobile devices. WhatsApp application is specially designed for educational activities which enhance communication, creativity, critical thinking and problem-solving skills among learners.

Mona M. Hamad (2017) in her article: *Experience to Share* mentioned that Mobile learning offers an environment where learners can ubiquitously negotiate meaning, reflect and evaluate their performance through authentic interaction and feedback, constituting a powerful tool for developing second language proficiency.

Risna Rianti Sari and Albar Adetary Hasibuan *Students' Perception toward Social Media Assisted Language Learning (SMALL) for Arabic Learning*, 2019 as quoted in (Fauzi & Anindiati, 2019:131) depicted that the emersion of social media in the field of foreign language learning raises different perception among students who are also digital natives. The article also mentioned that some students argue that social media can help positively in enhancing second language learning, while others limit social media only as social interactions that are not necessarily involving learning.

Nchindo Richardson Mbukusa (2018), *Perceptions of students' on the Use of WhatsApp in Teaching Methods of English as Second Language at the University of Namibia* with the easy and ready availability of mobile phones, students tend to spend a lot of time on social networks. They also can communicate with other students and their lecturers in real-time and have access to a wide amount of online material.

Akpan, Kufre, P. and Abe, E. (2017) studied the *Effectiveness of WhatsApp as a collaborative tool for learning among undergraduate students in university of Uyo, Akwa Ibom state and b*ased on the findings of the study, it was realised that the WhatsApp application is an effective collaborative tool which can be used for teaching and learn in this 21st-century system of learning by both students and instructors, WhatsApp was equally seen as an educational tool with the potential of making learning interesting.

Mbukusa, N. R. (2018), WhatsApp positively impacts students' ability to contribute and join with peers online at any time. The roles of the teachers have been transformed into enablers and the learners' roles have changed to originators, collaborators and group leaders

Gon, S. and Rawekar, A. (2017) in *Effectivity of E-Learning through WhatsApp a Teaching Learning Tool,* WhatsApp is a free messenger application that works across multiple platforms like iPhone and Android phones, and this application is being widely used among undergraduate students to send multimedia messages like photos, videos, audios along with simple text messages. Since an internet facility is required for using WhatsApp, lots of information can also be accessed in real-time, and sharing that information through technology is both instantaneous and convenient. There is also emerging evidence that these Apps have a significant potential to support the learning process and has major implications on pedagogies, allowing direct access to lots of online resources, more focus on student's creativity, autonomy, and responsibility on one's learning.

As stated by Mbukusa, N.R. (2018), with the easy and ready availability of mobile phones, students tend to spend a lot of time on social networks. They also can communicate with other students and their lecturers in real-time and have access to a wide amount of online material. WhatsApp positively impacts students' ability to contribute and join with peers online at any time. The roles of the teachers have been transformed to enablers and the learners' roles have changed to originators, collaborators and group leaders.

Social networking sites are effective in education because they allow instructors and learners to socialise, share resources and ideas in the process of learning. Common examples of social networking sites include Twitter, 2go, Facebook, LinkedIn, Myspace, Instagram, Pinterest, Google+, classmates, Netlog, meet up, Ask. fun etc. Akpan, Kufre, P. and Abe,E. (2017)

Shugufta Abrahim et al. (2017) in their research entitled Exploring Academic Use of Online Social Networking Sites (SNS) for Language Learning: Japanese Students' Perceptions and Attitudes Towards Facebook suggest that social media and networking technologies have completely altered how people interact, work, learn or communicate with each other both at a professional and personal level. Hence, the use of online social networking sites are not strictly for sending or receiving messages and sharing information, but also delivering a social and participatory virtual platform for users in virtual organizations and teams to set up and develop social networks for communicating, interacting, collaborating and strengthening cooperation with various stakeholders across geographical boundaries using multiple methods or procedures such as pictures, video, simple writing, voice or video chat and link sharing etc.

Luo (2010) analyzed that social network (interchangeably used as networking) websites are the most popular venues for the students for socializing with peers and are regarded to be a productive channel for setting up social networks among the students.

Bere (2013) scrutinized the use of WhatsApp in a South African university. The students gave positive feedback and claimed that it was an easier way to communicate with their teachers and the rest of the class and that it was also fun.

A study conducted among students in Spain explored the use of WhatsApp in English language studies. The students reported a rise in motivation and a greater enthusiasm for reading in a foreign

language (Plana et al., 2013). On the other hand, Riyanto (2013) claims that WhatsApp can be used not only to socialize with friends but also to study and even learn a new language. He uses the example of English by stating non-English students can learn English faster, better and more fun by joining a WhatsApp group with fellow students and teachers.

Rambe & Chipunza (2013) examined that students felt WhatsApp gave them the potentiality to express themselves freely in a non-restricted environment thus removing the low participation constraints characteristic of lectures. Their research also showed students learned technical skills by sharing and searching information on this platform.

Tawiah et al. (2014) suggested that students' preference of WhatsApp and voice calls in Ghana. The results suggest that students' attention is switching to WhatsApp application as the most preferred mode of their day-to-day communications than it is to mobile voice calls.

Therefore keeping the fact in mind that WhatsApp has a wide and effective influence on students, this study had been taken to explore the perception and attitudes of English Language Society members towards language activities conducted on the social media during Movement Control Order.

Methodology

Research Design

This study was conducted using descriptive qualitative survey questions administered online using Google Form to delineate the research prticipants' challenges, insights, and needs in response to their perceptions and attitudes of using social media to perform language activities during this pandemic. A descriptive qualitative design was considered as an appropriate approach to delineate the research participants' challenges, insights, and needs in response to their perceptions of using social media to perform language activities during this pandemic. Open-ended questionnaires and semi-structured interviews were employed. Data were collected using Google form, which included details of the study, additional guidelines, and three major research questions. It was sent via email to all 16 eligible research participants. Online data collection was applied to minimize any potential risks, and to maintain a higher degree of confidentiality. Due to the anonymity of research participants, the form included an encrypted ID code (numbers). In order to minimize the biases of researchers and research participants, and to maintain neutrality, researchers were not involved in working with the research participants directly, and any suggestions from researchers were avoided. Additionally, a semi-structured interview via Google Meet was used to obtain a more detailed understanding of the research participants' responses stated in their written responses.

Research Participants Of The Study

This study is conducted in Malaysian context, particularly in carrying out and completing the ELS language activities of IPG KPI, Selangor. The data were gathered in the age of covid-19 pandemic where Malaysian education system was moved from learning inside classroom in the schools or universities to learning beyond the classroom. To examine the efficacy of conducting the ELS language activities by means of various digital technologies, 16 committee members of ESL were purposively selected as participants based on a single and primary criteria that was amid the pandemic, they had experienced completing and carrying out the ELS language activities by a range of digital devices. The research participants in the study were 16 B.Ed. TESL foundation students, from the PPISMP Programme at IPG KPI. In the age of this pandemic, they carried out all the ELS language activities by utilizing digital technologies, but still under the guidance of their language instructor. There were 10 female (62.5%) and 6 male (37.5%) students, with a mean age of 19 years.

Findings

The findings are presented based on the research questions; 1) How do ELS members perceive social media as a platform for ELS language activities?, 2) What are the attitudes of ELS members towards using the social media in ELS language activities? and 3) What are the ELS members' preferences on conducting ELS activities in the social media? The qualitative data were analysed based on content analysis which is commonly used to analyse responses from interviews.

RQ 1 How do ELS members perceive social media for ELS language activities?

A strong theme that emerged among research participants research participants when expressing their perception was using social media as the platform for language activities. The research participants (RP) found that using digital technologies which were social media helped in managing and completing the ESL language activities. It also helps them to communicate better.

As we all know, social media is the only platform that can be used for the time being since we cannot meet face to face because of the epidemic. I believe that it is the only way to communicate, but the only problem is the coverage, some people can't do anything about it.

RP 1

It is a great initiative as it gives us a chance to communicate better with others in the current situation. Besides, we can reach out for more people, students of ipgkpi especially, and strive for our goal to improve the usage of english among people and change their perceptions on english, helping them see that english is fun.

RP 14

...social media platform is very effective due to the satisfactory involvement of lecturers and students in the success of the activities organized because it is easy to access.

RP 10

...a rather suitable platform as we won't be having any face to face interaction. So, I personally think that activities done on Instagram and WhatsApp are great.

RP 11

Other research participants had the same parallel perception that social media was the best platform to conduct the language activities because it can connect and engage a large number of people at a time.
It is a great initiative as it gives us a chance to communicate better with others in the current situation. Besides, we can reach out for more people, students of IPGKPI especially, and strive for our goal to improve the usage of English among people and change their perceptions on English, helping them see that English is fun.

RP 14

I think social media as a platform for ELS language activities is so great because every knowledge sharing can be shared with everyone and not just focused on tesl students only. And also, every activity organized by the ELS can be participated by the public.

RP 12

A prominent theme relating to challenges in using the social media as online tools for ELS activities is connectivity. The internet connection is perceived as the biggest challenge for online activities. Connectivity may be the most prominent problem faced by the research participants when conducting the ELS activities.

The challenges are not being able to interact frequently due to the internet connection and time. We also are unable to connect the idea with each other as we all have different ideas.

RP 4

...poor internet access in some areas is the main challenges which make activities difficult to be carried and participated …

RP 10A

part from challenges attributed by poor internet connections, the research participants also perceive the social media as rather restrictive for activities that require group discussions. They find that it is difficult to discuss or plan activities on the social media especially connections are bad.

For me, the challenge of using social media is the poor connection of internet and it's a bit hard to communicate or to make discussion through social media.

RP 13

I would say the internet connection. Because all of us reside in different area and states, where the connection could be a big challenge for us to discuss or plan the upcoming activities together. Thus, hard for us to get the information clear for everyone.

RP14

For the collaborative storytelling posted on Highly Immersive Programme instagram, the research participants feel proud of their team members and lecturer for the efforts and cooperation that everyone put in in the project.

Before I posted or shared any activities in the social media, I do some research about things I want to share so if people ask me anything, I will be able to answer them. The process taken is a bit hard. For example, the Collaborative Storytelling . Every ELS members have to make a video and send it to one person, so that person can compile it. It is a bit hard actually as it required a lot of times. I feel so proud of my team, the leader and also the lecturer because everyone were so excited and gave a perfect cooperation to one another.

RP 12

The research participants also perceive that working on activities like collaborative storytelling was time consuming due to costume preparations and the business of recording individual videos. The R felt that posting activities on the social media requires courage and confidence. At one point the research participants also feel afraid of being judged.

It took a long time for certain activities such as the storytelling because we have to put a lot of effort like get dressed up and record the video. However, activities that require us to post on our social media need a lot of courage as sometimes i don't feel confident with my answer and afraid that my followers will judge me somehow.

RP 3

In brief, a majority of the research participants were positive in expressing their perception that social media is a good platform to conduct language activities during the movement control order. However, some activities generated mixed feelings when conducted in the social media.

RQ 2 What are the attitudes of ELS members towards using social media in ELS language activities?

Students' responses towards the attitude questions have shown that they have a positive outlook towards this new norm of doing English activities. The major themes derived from the responses from the research participants are mainly excitement, fun and nervousness. Below are detailed analysis of the responses gathered from the participants.

Majority of the students felt excited when asked how they felt when they were doing the audio and storytelling activities. These could be seen from the responses extracted from these participants.
 Fun and excited

RP 2

I'm quite excited since I didn't get to do it for a long time

RP 3

I was excited because during this time, it was kind of boring to just stay at home. This makes the preparation for the activities fun because it was something that I have waited for.

RP 6

I was so excited and I had so much fun in doing the audio with other ELS members.

RP 15

Excited as it is a brand new activity and a bit nervous to record my performance.

RP 16

The participants also felt fun in doing the audio and storytelling activities via the social media platform. Some of them associated excitement and fun together in their responses. The responses from them can be seen below.

…a fun experience as i get to know more about the story.

RP 7

I was so excited and I had so much fun in doing the audio with other ELS members.

RP 15

A few of the research participants responded that they felt nervous. However, despite saying nervous the same students wrote 'excited' as one of their feelings when they were doing audio and storytelling activities. Below are some of the responses from them.

I feel uneasy and nervous as i did not know whether i am doing it right or not.

RP 4

Nervous

RP 9

Excited as it is a brand new activity and a bit nervous to record my performance.

RP 16

Hence, it can be concluded that students felt excited when they did the audio and storytelling activities via social networking sites namely WhatsApp and Instagram. However, elements of nervousness was also present in a few participants.

When answering the question how they feel about using social media as part of their writing activities, students provided positive feedback. The major themes derived from the responses were feeling good and great, helped to improve writing skills, convenient and inability to remember errors made in writing and the lack of interest among non-avid readers. Below are detailed analysis of the responses gathered from the participants.

Majority of the students felt good and great when asked how they felt about using social media as part of their writing activity. These could be seen from the responses extracted from these participants.

It is quite good because everyday we use social media, for example, WhatsApp, Twitter, and etc.

RP 1

I feel that social media is a great platform to do the writing activities but it is only applicable to those who likes to read.

RP 4

It is good because we can improve our writing and also self-esteem to present our effort to others.

RP 6

…a great platform because people can still write beneficial things or lessons and get to share with everyone that uses social media.

RP 7

I feel it is a good thing to be done as I get to share useful information with others.

RP 10

So far so good

RP 11

I think it is great as I can also do some research on social media to add on to my writing.

RP 12

The participants also viewed writing activity via social media as a tool in improving their writing skills where feedback from the audience could help in improving their writing. Below are extracts taken from their responses.

I think I love the idea because we can enhance our writing skills and vocabularies as we can receive comments from people.

RP 5

It is good because we can improve our writing and also self-esteem to present our effort to others. There are actually many talented people in writing but most of them do not have the courage present the writing. Other than that, people who see our writing can point out when we are wrong so that we can improve our writing.

RP 6

It makes the works easier than the usual way as we can share it widely with others.

RP 15

The participants also viewed writing activity via social media as an opportunity to showcase their talent and helped to build their confidence. Below are extracts taken from their responses.
It is good because we can improve our writing and also self-esteem to present our effort to others. There are actually many talented people in writing but most of them do not have the courage present the writing.

RP 6

…a great platform because people can still write beneficial things or lessons and get to share with everyone that uses social media.

RP 7

It is convenient as I can continue my writing anytime I want

RP 8

Convenient

RP 9

It is so convenient. It makes the works easier than the usual way as we can share it widely with others.

RP 15

Writing in social media is a good way to showcase our talent to other people. Writing on social media can also help us to build our confidence to share our thoughts and opinion.

RP 16

The negative feelings towards using social media as part of their writing activity came from only 2 participants which felt the shortcomings of using social media were the inability to remember errors they made in their writing and the lack of interest among non-avid readers. Below are the extracts from both responses.
I feel that social media is a great platform to do the writing activities but it is only applicable to those who likes to read. Most people will likely to pass on the writing if it is too long. So making sure that the writing is short and full of information could make people engage with it more.

RP 4

I can do the auto correction, but, I have to admit that I do not really remember the mistakes I made and I might repeat it again after this. But, of course, I will try to write the mistakes i made so I will remember it next time.

RP 12

As a conclusion, majority of the students felt good and great about doing writing activities on social media. They also felt that doing writing in social media helped to improve their writing skills where feedback from the audience could improve their writing. Some students viewed this as an opportunity to showcase their talent and helped to build their confidence. However, there are two negative feelings associated with using technologies such as inability to remember errors made in writing and the lack of interest among non-avid readers. As a whole, students have positive feedback towards using social networking sites in doing English language activities.

RQ 3 What are the ELS members' preferences on conducting ELS activities in the social media?

A majority of the students find Instagram as the preferred platform to conduct the English language society activities. 10 of the students responded positively towards the use of instagram as the most suitable option for sharing English language activities, Several themes can be derived from their

responses which provide the reasons for this preference. The students stated that they preferred Instagram because it is a social media platform that could reach a wider public. If the account is made public, there would be no limitations as to who can enjoy the activities, videos or pictures. Hence generally, they find that if a wider public can participate in the activities which means they can repost and comment on the activities. The research participants find that sharing news, ideas and thoughts with a wider public through instagram more appealing. Whereas with WhatsApp, only the people who are in the research participants' contact list can have access to the posts.

I prefer Instagram because if we post something on a public account, there is no limitation on who can watch our videos or photos. But if we use WhatsApp, only the people who are in our contacts can see.

RP 6

Honestly, I prefer Instagram. Even though I use WhatsApp much more often than Instagram, I feel like we are able to reach more audience or people to take part in our activities through Instagram.

RP 14

In my opinion, Instagram is the better platform to conduct these activities. Most of user use Whatsapp as a communicating platform and nothing else most of the time. With Instagram people may pay more attention to various pictures and short videos that were posted. These post can also gain more attention as it is easily discovered if it manage to gain enough attention in Instagram.

RP 16

A small number of the research participants in which 4 preferred to use WhatsApp application to conduct English Language activities due to various reasons. A research participant preferred it because it is more private and easy to conduct discussion, a friendlier application. In addition this research participant found himself/herself "not really good at using instagram.

To be honest, i prefer WhatsApp than Instagram because im not really good using Instagram. Also, I think that WhatsApp is much friendlier than IG.

RP 1

A research participant also preferred WhatsApp because it required less data usage compared to instagram.Hence using WhatsApp would be "smooth" and can be accessed by all group members.
I do prefer whatsApp because whatsApp requires less data connection than instagram. so, it'll be easier, smooth and all the informations sent through whatsApp can easily access by every members.

RP 5

The research also found that 2 research participants preferred both the WhatsApp and Instagram applications because some activities are suitable in both social media. The WhatsApp application is preferred because it is easy to use and activities can be shared through the status features and group chats while instagram has many more interesting features that can make the activities more exciting.

RP 15

I prefer both because it is easy to share everything through WhatsApp using the status feature and group chats while Instagram has many more interesting features that can make the activities more catchy.

Discussions And Implications

1.The research participants found that using the social media helped in managing and completing the ESL language activities. It was also perceived as a great platform to conduct the language activities because it can connect and engage a large number of people at a time. This way learning English is more fun and engaging. This ties in with the research done by Riyanto (2013) who claims that WhatsApp can be used not only to socialize with friends but also to study and even learn a new language. He uses the example of English by stating non-English students can learn English faster, better and more fun by joining a WhatsApp group with fellow students and teachers.

2.Poor internet connections were the most prominent challenge when conducting the ELS activities. Another challenge is the type of activity to use in the social media. The research participants perceive the social media as rather restrictive for activities that require group discussions. They find that it is difficult to discuss or plan activities on the social media especially when internet connections are bad. This is quite contrary to the findings by Hamad,M.M (2017) who found that WhatsApp facilitates students discussion and helps them overcome their fear of using the language. This ties up with the third conclusion.

3. Hamad (2017) found that WhatsApp helped the research participants overcome their fear of using the language, but in this study the research participants perceived that working on activities like collaborative storytelling posted in the HIP instagram needed more strength in character. They felt that posting activities on the social media required courage and confidence. At one point the research participants also felt afraid of being judged. Although activities like the collaborative storytelling was time consuming due to costume preparations, dialogue practice and the task of recording individual videos, it was, nevertheless, well-received and enjoyable to them.

4. Students' portrayed a positive outlook towards this new norm of performing English activities via online platforms. Majority of the students felt excited and fun in carrying out the audio and storytelling activities with only a few feeling nervous. Nevertheless, despite feeling nervous, the sense of excitement and fun were more prominent during the audio and storytelling activities. The findings from this study was similar to Riyanto (2013) and Bere's (2013) findings that WhatsApp provides non-English students a platform to learn English in a more fun manner. Hence, we can conclude that students feel excited and fun when they did the audio and storytelling activities via social networking sites namely WhatsApp and Instagram.

5. Students provided positive feedback on using social media as part of their writing activities. A majority of the students felt good and great about doing writing activities on social media. These findings resonate with Ayuni, Al-Amin and Shaidatul Akma's (2017) findings on university students English writing activities via Instagram. The students felt writing on social media helped to improve their writing skills where feedback from the audience was seen as a means of improving their writing. Some students viewed this as an opportunity to showcase their talent and helped to build their confidence. However, there are a few negative feelings associated with using technologies. As a whole, students have positive feedback towards using social networking sites in doing English language activities.

6. With regard to preferences, the research participants stated that they preferred Instagram because it is a social media platform that could reach a wider public. If the account is made public, there would be no limitations as to who can enjoy the activities, videos or pictures. Comparatively, WhatsApp is limited to the people who are in the contact list. On the other hand, some research participants preferred WhatsApp because it is more private, easy to conduct discussion, and a user friendly application compared to Instagram. The research also found that the research participants preferred both the WhatsApp and Instagram applications because some activities are suitable in both social media. The WhatsApp application is preferred because it is easy to use and activities can be shared through the status features and group chats while instagram has many more interesting features that can make the activities more exciting.

7. The study also found that the students feel that their writing skill improved after doing writing activities in WhatsApp where feedback from the audience can improve their writing. This conclusion is similar to Hamad's study (2017) in which WhatsApp was found to develop the research participants' writing and increase the research participants' motivation towards learning. Through the ELS activities conducted on the social media, some students view this as an opportunity to showcase their talent and help to build their confidence. Similarly, the same finding can be found in Hamad's studies where WhatsApp helps the students to believe in their abilities and to have confidence.

Conclusions

Overall, the study highlights the English Language Society (ELS) members' perceptions and attitudes towards ELS activities conducted using WhatsApp and Instagram. There were evidences from the responses that the research participants regarded that their English Language skills has improved to some extent.. The research participants had had the experience of conducting ELS activities on a face-to-face basis before the Movement Control Order 1.0 was enforced. Hence the remaining ELS activities were done using WhatsApp and Instagram. The results obtained showed that their confidence and motivation towards English Language activities done online was just as significant.

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