Managing Digital Learning Environments: Student Teachers' Perception on the Social Networking Services Use in Writing Courses in Teacher Education

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ABSTRACT
Restrictive study has been conducted to examine the effectiveness and impacts related to students' learning experiences when they faced problems. English student teachers' experiences on the benefits and problems faced in using SNS (Social Networking Services) is the focus of this study. Writing course is a part of larger research of English Foreign Language (EFL) which involves the use of SNS at two state universities in Jambi. This study was held in ten classes of two Indonesian universities for one year. There are 6 focus discussion groups with 60 students was involved in this qualitative research. Prior to focus group discussion, demographic questionnaires were shared to get the general information of all participants in relation to the SNS use. The thematic analysis showed the general background of the participants in relation to the SNS use, SNSřs advantages in writing courses, problems faced through the use of SNS. The findings has a contribution to current understanding about SNS usage experience of English student teachers. Based on the findings, this study offers policy recommendation to extend SNS usage in EFL.

Keywords: social networking services, academic writing, advantages, problems, Indonesia

INTRODUCTION
The use of Social Networking Service (SNS) has been very popular within the past ten years. It playes a very significant role in peopleřs daily life. For the briefly definition, SNS can be widely interpreted as the internet device or mobile applications designed to facilitate collaboration, content sharing, and communication (Boyd and Ellison,2007). Murray and Waller (2007) argued that people who were working in the internet technology scope promoted the idea on how people understand, interact each other, and communicate with the other people through SNS which offers them the ability to share news, to respond opinion, to give a comment, and also to discuss something which causes the world becoming more connected. Eventually, It help many people to share interest in many topics and interest, and it is possible for the registrants to share their daily statuses, various kinds of files, photos, videos, to create blogs, to send messages to each other, and to have conversations and chatting with the other registrants. In the context of higher education level, the SNS emersion and SNS popularity have led many lecturer researchers to conduct a study then publish their articles in that subject. The implementation of this media has brought some learning advantages. Those learning advantages trigger the appearances of higher score contribution in some direct instances, reduce anxiety levels of students, escalate the efficiency and mastery of task, and also improve social interactions (Melor, 2007; Brown, 2010; Pursel & Xie, 2014; Kabilan, Norlida, & Abidin, 2010; Hamid, Kurnia, Waycott, & Chang, 2011 & 2015; Lowedahl, 2011).

None of SNS u s e d in t h e higher education, some applied linguists and foreign language pedagogy educators in universities (e.g. Thorne & Black, 2007; Blattner & Fiori, 2009; McBride, 2009; Stevenson & Liu, 2010; Lee, 2011) have explored the use of SNS in their teaching process and realized the enormous benefits of SNS for foreign language pedagogy because the use of SNS is presently used as an authentic and daily literacy practice. It is also useful and beneficial to be implemented in EFL teaching process. In more particular issue and subject, SNS has been used as a medium in writing classrooms by scholars for some recently previous few years (Warnock, 2009; Balci, 2010; Lee, 2011; Habibi, 2015) for example Warnock (2009) mentioned that the learning environment that supposed to be clearly textual, is the most important reason to teach online writing. Students who have learning experience in a guided learning environment will express their ideas in a writing to the various kinds of audience. By using the SNS, students will be capable to write to their friends, teachers or lecturers, and even they will be competent to write to other audiences in ways which will provide learning opportunities for everyone who are involved. In addition to that use, teachers or lecturers will possess a special opportunity because the online-based writings can make interaction in ways beyond the content delivery between them and their students. Students are capable of creating a community by using SNS through the means of electronic.

These insights were informed us to initiate a long-term instructional research project in investigating the use of SNS in EFL writing courses which is conducted in two universities in Indonesia (University of Jambi and Islamic State University of Jambi). Then, this article focuses on the benefits and problems of SNS usage in EFL writing courses which has been reviewed from the experience of student teacher. In this research, there were some kinds of SNS used, they were: WhatsApp, Facebook, and Telegram. The SNS were implemented in ten writing classrooms which were divided into 5 classes of EFL writing in Jambi University and 5 classes of EFL writing in Islamic State University of Jambi. The levels of writing courses concerned are paragraph writing and essay writing (for the second and the third semester). This research took one year to conduct from May 2016 to May 2017. As guided by questions of the research for this study to attain the purposes, were: 1) what are the advantages of the SNS usage perceived by the students in writing courses in two Indonesian public universities? 2) what problems emerge?

LITERATURE REVIEW
Social networking service in education
Literary, the terms of social media or social networking services (SNS) are often used i n t h e c o m m u n i t y . Furthermore, Lowedahl (2011) described social media as web environments where their content is aggregated, performed, and distributed. Furthermore, Social technologies can be maximized to totally support the teaching and learning process through SNS media in educational activities. T h e f r e e social networking service used by world citizens are very popular in this recent days (Brown, 2010; Hamid, Kurnia, Waycott, & Chang, 2015). Social technologies can produce a flexible supporting situation in the process of teaching-learning in the class. It also can simplify the academic communication in the class and provides the sharing ideas among all class participants and finally give the commentary of the task given. Some links are also available to support the resources of relevant information controlled by the users in terms of teaching and learning process, students and teaching staff (Brown, 2010). Those factors have made teachers frequently use them in the teaching-learning process.

Some SNS educational activities i n s t a n c e s are content sharing, interacting, and collaborating. According to (Boyd & Ellison, 2007; Pursel & Xie, 2014; Kabilan, Norlida, & Abidin, 2010). Students in the l e a r n i n g process are c a p a b l e in sharing their work publicly and the other are able to watch, listen, and download the file in SNS. For instance, multimedia files are easy to be shared and many activities can be done related to the file sharing services through the media such as Flickr, YouTube or Slideshare, and other social bookmarking services which are able to bookmark certain web services (Lockyer & Patterson, 2008). Students can be engaged by interactions to actively participate in talk which is supported by social technologies. They are capable of filling in comments and inquiry for more detailed information, adding friends and initiating communication by messaging (McLoughlin & Lee, 2007). In Wikipediaŕs (2017) lists, there are many kinds of SNS including Facebook (1871 million users), WhatsApp (1000), Facebook Massenger (1000), QQ (877),Wechat (846), Q zone (632), Instagram (600), Tumblr (500), Twitter (317), Baidu Tieba (300), Snapchapt (300), Skype (300), Sina Weibo (297), Viber (249), Line (217), Vinterest (150), YY (122), Linked in (106), Telegram (100), BBM (100) and etc.

Social networking services can be great supplemental learning tools in various subjects in higher education due to its popularity among college students. For example, a recent investigation by Smith and Caruso (2010), a p p r o x i m a t e l y 96% of the 36,950 undergraduates surveyed access SNS. The latest research has also shown that college students not only have social networking memberships accounts but also access these accounts often.

Social networking service in foreign language pedagogy
In foreign language pedagogy, theories of social networking have historically had some focuses on description and evaluation; stage one of technology implementation. Stevenson and Liu (2010) as an example were held usability evaluation on SNS built for foreign language learning, *Pa- labea*, *LiveMocha*, and *Babbel*. Their results show that the students were less attracted to the features of the SNS such as messaging, friending, publicly

posting, online interaction than the traditional instructional elements of teaching such as lecturing, direct instruction, grades- based, seatwork and teachers-centered teaching. This is not coming for a surprise because it shows that a userřs SNS network develops firstly around their existing face-to-face networks and followed with the expansion of individuals with the use of SNS (boyd & Ellison, 2007). The pedagogy potential of SNS in foreign language may lies in the first leveraging face to face class or learner affinity groups into digitally mediated users.

Many studies had been organized in promoting t h e use of SNS in foreign language pedagogy (Blattner & Fiori,2009; McBride, 2009). Furthermore, Blattner and Fiori (2009) emphasize that classroom community is the future potential and it can be developed well through the use of social media, especially the most used social media in the world. In this case, Facebook as one of social network services that is used mostly by many people in the world can be one of the alternatives. They notice the opportunity for the development of socio-pragmatic awareness by getting their students understand about how to utilize the SNS established related to the identity of linguistic. for instance, quizzes Řyou know you speak Swiss French when …ř which includes the pronunciation of shibboleths and local accents. Another research reports the foreign language learning potential for SNS as environments in which to learn pragmatics, establish relationships, experiment with multiple identities, and practice writingsř (McBride, 2009). She underlines the f u t u r e use of SNS in developing pragmatic competences especially to the necessity of netiquette and critical self-awareness. She supports projects that involve optional identity and group profiles, as well as media participatory activities. Therefore, she informs that SNS use in a foreign language pedagogy classroom could exist as a popularity contest, causing estrangement and changing g r o u p s formation and requiring participants to friend each other may have backfire, being classmates may or may not be sufficient grounds for students to be in friendships.

EFL writing using SNS
Specifically, some studies had also discussed the use of SNS implemented in many writing courses (Balci, 2010; Lee, 2011;Warnock, 2009; Habibi, 2015). Furthermore, Warnock (2009) uttered that the main reason of teaching writing by using an online application was because the situation in the classroom could be purely textual. Students are in an interesting learning environment and express themselves in front of many various audiences with their writing. Social networking services provide students a chance to write to their teacher and to other students as well as to other people from outside the classroom in ways that will trigger a process of teaching and learning where everyone is actively involved. Furthermore, teachers who teach writing would have times and opportunities to teach writing beyond the traditional ways with the use of SNS since the activity allow all parties to interact beyond content delivery. There would be a certain community with these applications which allow students to interact.

For students who have limited time and option to study, these social networking services allow them to professionally and socially establish the connections which can create many values in educational systems (Warnock,2009). One example of the use of SNS in teaching writing is the use of Facebook which is proven to affects learnersř motivation and also to strengthens studentsř ability to practice in a social condition with the networking practices (Habibi, 2015). Then, Lee (2011) argued that SNS is also effective in improving the interaction level of web-based interaction in all sides who get involved in the teaching and learning process. Besides that, they help the teachers to interact, to communicate, to connect the students, to discuss about the assignment and other useful activities.

The advantages of using SNS in education for language learning
T h e advantages of the using of social networks are divided into some functions that consist of an educational tool, interactivity and participation employed by such environments. The following are the advantages of social networks used as an education tool (Balci, 2010; Mills, 2011; Lee, 2011, Stevenson & Liu, 2010). For example, Balci (2010) stated that there are some advantages of the using of SNS, they are: 1) it can create an unlimited location and time, 2) it can increase the quality improvement, success, and efficiency of education by the using of SNS for the education practice, 3) it can increase the capability of learning in more systematic way and in the shorter time. 4) Individualization of learning, 5) Having instant feedback capability. 6) Offering the student capability to repeat course content as much as desired, 7) Easy to display the content,8) Allowing the design of visual and auditory learning environments, 9) Archiving the subject content and synchronized class (virtual class) applications, 10) Being compared to the conventional programs, its benefit gives tendency towards more voluntary behaviors on the side of students for improving research, knowledge, and skills. 11) Offering possibility to make an evaluation for students performance, 12) Minimizing the risk of error in evaluation result measurement, and 13) Students and teachers skills improvement to reach, evaluate, use, and efficiently cite the knowledge.

For language learning itself, some researches have found association between using the SNS and improvement in new literacies and language skills in language class (e.g., Lee, 2011; Mills, 2011), and others have focused on non-standard uses of language in online interactions (e.g., Chen, 2013; Lee, 2011). Stevenson and Liu (2010), Mills (2011), and Lee (2011) reported that users of SNS in language learning achieve the following advantages: 1)

perceived progress in vocabulary or vocabulary acquisition, 2) increased confidence in using the target language, 3) fostered an interactive community to communicate, interact, and discuss, 4) L2 learnersŕ participation on SNS appeared to have a positive impact on their oral proficiency, and 6) syntactical complexity or grammatical improvement.

Problems in SNS application

There are some studies discussing the weaknesses or problems in the use of SNS in higher education (Schroeder, Minocha, & Schneider, 2010; Hamid, Kurnia, & Walcot, & Chang, 2011; Lee, 2011). Hamid, Kurnia, Waycott, and Chang (2011) reported that the students are apprehensive to the limitations of SNS use. These concerns are about time management issues, some students lack the ICT ability, and some higher learning institutions have unsupported technical infrastructure. In addition, they stated that studentsŕ woks are likely be more visible to others when using social technologies in higher education which can be motivating, but also present challenges, such as the fear from the students that other students will copy their work and the need for lecturers to educate the students for being careful when presenting their work in an online environment.

On the other hand, a study by some researchers demonstrate that studentsŕ grades can be negativel y affected by the use of social networking tools and visiting lots of sites or applications. To verify this fact, a questionnaire was conducted in this research which reported that 63% of students get high grades because they spend less time using the SNS. Thus, to spend more time to use the SNS results in the decrease of studentsŕ grade. Besides, a few students are still not using the SNS, such as e-learning, in appropriate way, which has also inhibited to achieve success (Lee, 2011)

RESEARCH METHODS

This is a qualitative case study which includes 60 EFL student teachers from two Indonesian state universities, University A and University B. This research took a time for a year, from May 2016 to May 2017. The project is a joint research carried out by lecturers in two universities to promote the use of SNS in Jambi's colleges or universities. This idea w a s h a p p e n e d t o c o m e o u t while we were discussing the reality of the SNS use in t h e higher education around the world that has become a global phenomenon. It is important f o r u s to take a broad view and consider the views of SNS users in education. Based on our preliminary data, several lecturers in Jambi employ SNS applications in their teaching.

We discussed and agreed to use SNS in writing course instruction which included ten classes with 324 students (5 EFL writing courses in University A and 5 EFL writing courses in University B). We decide paragraph writing as a course instructed for the second-semester students and essay writing for the third-semester students. Nevertheless, we excluded academic writing courses (the fourth semester) since the course more likely focuses on the high level writing skills and the lengthy writing that the students should meet in forms of academic writing proposals. To ensure the research process would run well, we asked all students in those classes to install WhatsApp, Telegram, and Facebook in their smartphone.

In this research, we provide WhatsApp group, Telegram channel, and Facebook group and SNS supplementary applications or media in teaching writing skills. Students were able to report their daily assignment through whatsapp group in which they were allowed to discuss their counterparts' writings then they were assigned to evaluate, revise, and give scores in the certain times. On the same time, to accommodate command from us to the students, we used Telegram channel. Facebook group was utilized to share students' writings in a bigger group for every student from both universities.

For the sampling technique, we choosed six students from each class to be the participant that represented all levels of competence. The six participants were chosen based on their final writing scores, two highest scores, two middle scores, and two lowest scores. We utilized focus group discussions as the data collection technique. Focus group is a widely used technique in research to obtain data on attitudes, feelings, experiences, and reactions in a way that would not be achievable with other techniques e.g. questionnaires, one to one interviews, and observations. The situation of focus group discussions allows its members to participate, react, and establish responses of other members or think with a synergy in a group setting' (Klein, Tellefsen, & Herskovitz, 2007).

Before conducting focus group discussions, the reearcher distributed a demographic questionnaire to all participants/ students because the reearcher wanted to understand their background information in relation to SNS use not only in classrooms but also outside the classrooms. It w a s purposed to present data which supported the main data. In addition to the participant general profile, we also listed some questions about the use of SNS namely the familiarity of SNS kinds, the frequency, and the purposes of the SNS usage which was distinguished into two kinds (Social tool and learning tool).

A total of six focus group discussions were conducted when the courses finished and the samples were expected. Four researchers were responsible for getting data from all group discussions, two from Jambi University and two from Islamic State University of Jambi. The discussions were held in between 90 to 120 minutes long as on 20-25 May 2017. All participants were requested to give their opinions on the topic given in relation to the advantages of SNS use in writing courses. To simplify the process of data analysis, the discussions were videorecorded using smartphone cameras and delivered in Bahasa Jambi to obtain in-depth understanding of the questions and the responses. In the focus discussions, the participants were requested to freely express their opinions on the benefits of using the SNS in their writing course. We arranged all group discussion protocols and filed some questions. There are three main topics we focuse on: the use of SNS both personally and pedagogically; the activities and experience of using SNS in the writing course (specifically focusing on the interactions) and the outcomes which include the benefits of the SNS use.

The focus group discussions were held at Jambi University and Islamic State University of Jambi. All students in each focus group finished a permission form to participate in this study. The participants were identified using focus group's number and anonymous names for ethical and anonymity purposes. Mack, Woodsong, Macqueen, Guest, & Namey, (2005) explained that all participants dignity in research must be appreciated and it encompasses that people in research will not be used simply as an object to get research objectives. Information abot the research participantsř profile in the focus groups is illustrated in Table 1.

Table1: Thedistributionofparticipantsandfocusgroupdiscussion

Location	Discussion	No. of participants/ Gender		Codes
University A	G 1	5 males	and 5 females	G1Anton, G1Andy, G1Ali, G1Budi, G1Bara (Males) G1Ani, G1Amber, G1Aina, G1Bella, G1Bebi, (Females)
	G2	4 males	and 6 females	G2Charlie, G2Cole, G2Dani, G2Dion (Males) G2Christy, G2Cella, G2Chelsea, G2Dara, G2Dewi, G2Dessy (Females)
	G 3	6 males	and 4 females	G3Emil, G3Eko, G3Enzo, G3Farid, G3Fadh, G3Fathir (Males) G3Elsa, G3Ella, G3Fahira, G3Flora (Females) G4Gilang,
University B	G4	4 males	and 6 females	G4Greg, G4Habib, G4Hussein (Males) G4Gina, G4Gladis, G4Giska, G4Hilfa, G4Haye, G4Hesty (Females)
	G5	3 males	and 7 females	G5Indra, G5Ikhsan, G5Jack (Males) G5Ines, G5Inayah, G5Ivo, G5Isti, G5June, G5Jenny, G5Julia (Females)
	G6	4 males	and 6 females	G6Kamil, G6Kiko, G6Lilo, G6Louis, (Males) G6Kinan, G6Kikan, G6Kleo, G6Lili, G6Lolita, G6Lisa (Females)

We used both numbers and percentages analyzing the demographic questionnaires to observe the frequency distribution of each part. Information on the use of SNS was analyzed using a compiled mean to capture the general information of all population. The mean was chosen because participantsř answers were worth in the form of different compiling, and this procedure is available as the most reliable method in appropriately understanding and presenting the data. Fink (2013) stated that descriptive statistics produce simple summaries about the population examined and the responses to most of the questions.

Analysis across and between the data went on until no more thematic patterns were recognized. Even though the participants were from different classes and with different lecturers, the data were used in equal manners without analyzing and focusing particular dissimilarities on how SNS were utilized by various groups. The analysis of the research is an attempt to meet the purpose in describing results regarding participants' experiences in using SNS in English writing courses. All data transcripts were computerized, printed, read and re-read, translated, coded, divided into themes and some themes and presented. Notes were obtained in some borderlines to pinpoint prospective themes. The data were then collated, reviewed, examined for connections and redundancies. The data were analyzed by manual coding thematically (Boyatzis, 1998; Creswell, 2007; Kvale, 1996). Finally, we broadened, contrasted and changed the themes concurrently with other transcript analysis.

In dealing with the trustworthiness of our study (Lincoln & Guba 1985, p. 300 as cited in Mukminin, 2012a, 2012b), focus group discussions which last approximately 90 to 120 minutes were conducted by us. To verivy the data accuracy, findings, and interpretations (Creswell, 2007;Johnson & Christensen, 2008; Mukminin & McMahon, 2013) the data analyses were reviewed by all researchers and participants as part of member checking In relation to this paper purposes, the researchers focused on identifying main themes that appeared when participants discussed the advantages and problems on the SNS usage in writing courses. The analysis findings are presented below.

FINDINGS
The findings of this research are divided into three themes (1. general background of the participants in relation to the use of SNS, 2. advantages of SNS use in writing courses, and 3. problems faced on the SNS use). Theme one has two sub-themes which are a. participants profile and b. the use of SNS. In addition, theme two includes a. offering possibility of peer review, b. independence from time and location, c. perceived progress in vocabulary, and d. grammatical improvement. The last theme, problems faced on the SNS use, there are three sub-themes namely connection, costly to use, and inexperienced in using SNS

Table2: Themesandsub-themes

Themes	Sub-themes	
1. General background of the participants in relation to the use of SNS	a.	Participants profile
	b.	The use of SNS
2. Advantages of SNS use in writing courses	a.	Offering possibility of peer review
	b.	Independence from time and location
	c.	Perceived progress in vocabulary
	d.	Grammatical improvement
3. Problems faced on the SNS use	a.	Connection
	b.	Costly to use
	c.	Inexperienced in using

General background of the participants in relation to the use of SNS
In this part, we describe the demographic questionnaires findings we spread which include the participant general profile. The SNS use namely the familiarity of SNS and SNS purposes which are distinguished into two types (social tool and learning tool).

Participants' profile
The research participants are 60 EFL student teachers from two state universities in Indonesia, University A and University B. There are 60% female participants and 40% male participants with ages ranging from 17 to 22. Almost all participants had smartphones since four to six years ago. The SNS use on their smartphone in a day are about an hour to seven hours. The participantsř profile detail explanation can be seen in Table 3.

Tabel3: Gender,age, lengthofsmartphoneuse,frequencyusingsns

Variable	Value	Percentage(%)
Gender	Female	60
	Male	40
Age	17-19	51,66
	19-20	41,66
	+20	6.66
Length of smartphone use	1-3 years	20
	4-6 years	66.66
	+6 years	13.33
Frequency using SNS	1-3 hours	5
	4-6 hours	63.33
	+6hours	31.66

The familiarity with SNS
The participants were requested to show whether they were (1) unfamiliar, (2) familiar, or (3) very familiar with SNS. Table 4 displays the responses summary.

Table 4: SNS kinds used by participant (Mean)

SNS	Mean	SNS	Mean
Facebook	2.95	Instagram	2.87
WhatsApp	2.87	Tumblr	1.20
Facebook Massenger	2.70	Twitter	2.23
QQ	1	Baidu Tieba	1
Wechat	1.47	Snapchapt	1.45
Q zone	1	Skype	2.45
YY	1	Telegram	2.21
BBM	2.70	Line	2.45

The most familiar SNS among the participants is Facebook (mean 2.95) followed by WhatsApp and Instagram (2.87). Facebook Messanger (2.70) Line (2.45), Telegram (2.45), and Blackberry Massanger (2.70), Twitter (2.23), and Skype (2.45) are also popular SNS. On the o t h e r hand, they are not very familiar with Wechat (1.47). Snapchat (1.45), QQ (1), Baidu Tieba (1), YY (1), and Q zone (1).

Advantages of SNS use in writing courses

Some benefits found by using the focus group discussions are offering possibility of peer review, independent from time and location, perceived progress in vocabulary, and grammatical improvement.

Offering possibility of peer review

The first benefit highlighted by the participants when SNS are used by their lecturers in writing courses which offer the possibility of peer review. The term Ŕpeer reviewŗ means that students are able to share information with each other to support learning activities. Therefore, this theme contains all comments students made about sharing information with their peers to support their own learning. The analysis showed that using social technologies were able to make the students share knowledge with each other.

Peer review is a learning process which is required for the students to give some comments, suggestions, and corrections freely to the paragraphs of their friends. There are no clear standard for peer review activity, this mean that the students are able to give any comments, suggestions, and corrections if they found any mistakes such as in grammatical errors, vocabularies, ideas, and contents writing. By using the SNS, the assignments are not only can be seen, read, and corrected by the lecturers but also by all of the classroom members. In this case, all students have the same chances to response their friendsř writing. The corrections, suggestions, and comments from their friends and lecturers will give some contributions to improve the writing quality of the participants. Through SNS, the students are able to see their previous paragraphs from the previous task with all corrections given by their friends and lecturers. As the result, the students can put closer attention on their mistakes and avoid the mistakes for the next tasks.

> ŔYes, I think I c a n i m p r o v e my writing proficiency because o f the SNS. We can acquire knowledge and get correction from my friends and lecturer so I can write m o r e c a r e f u l l y in the next task and avoid more mistakes.ŗ (G2Christy)

> "I think my writing is getting better, through SNS everyone can see our writing and if there are some mistakes in our writing, my lecturers and friends can correct it." (G3Enzo)

Most of the participants (fifty out of sixty participants) agreed that the writings review from their friends are important because the reviews gave them impact for their writing skill improvement such as skills on grammatical, vocabulary, and the content. Every student has a different specific ability in writing. Some students are good in grammar, the other students are good in vocabulary and the others perhaps good in the content. Through the SNS they are able to share their ability to others and the other student can learn from it.

> ŔOf course, my friend roles is very important in my writing skill. Every friend has different ability in writing. Some friends are good in grammar but the others are good in vocabularies. We can share our writing knowledge to correct each other.ŗ (G1Bara)

Moreover, G1Budi said that his writing skill is getting better after using the SNS. He acquires new knowledge and comments from his friends and lecturer. The comments is very important for him as a reminder to improve his writing skill and to avoid the mistakes.

> ŔIn my opinion, the comments from my friends and lecturer in SNS for my writing is like a reminder to improve my writing skill and avoid any mistakes that I made before. Then i can write more carefully.ŗ (G1Budi)

The writing shared in the public like the situation above, can be viewed by the other person. The people read not only the writing but also the output. This can be a reminder for students to be aware and write more carefully. They should write their best because it will be assessed by many people. G5Jack as the one of the participants stated that his paragraph writing is getting better after using the SNS. The improvement that he realized is on his grammar. His grammar has improved because everyone on the SNS are able to give him comments or suggestions. The other aspect of the benefit from using the SNS on his writing is the idea of writing. He often get confused when choosing a topic for his writing. The ideas that he has choosen are often not interesting. Through the SNS, his friends are able to suggest him some interesting ideas.

> ŖThe first important thing from my friend comments is about the idea for my writing. Sometimes my ideas is not too interesting. Some friends often suggest that i write some interesting ideas. Grammatical aspect is the next advantages that I got from using the SNS. For example the letter "I" should be written in capital letter, then my friends tell me that Ŗiŗ was wrong. So, I can revise my mistakes.ŗ (G5Jack)

Even though most of participants got some benefits on their grammatical and vocabularies from the SNS, there is a participant that argues againts those statement. G6Lisa said that not all good comments and suggestions are given by her friends. She said that not all friends give her the right comments and suggestions. Sometimes she writes in the right way but her friends still give him comments. In this situation, The lecturer role is important to gives us the professional corrections. The lecturer always gives us some reviews in the end of the sessions.

> ŖThe right or wrong in paragraph writing depends on every person perception. In some situations I found that I have written properly, but my friend still comment it and said that it is wrong. The lecturer gives us a review in the last sessions to makes all clear and right.ŗ (G6Lisa)

Independent from time and location

Independent from time and place is the one of SNS usage benefits. The participants are free to do their tasks anywhere and anytime. They are not bounded by time or place. The students are able to submit their tasks through the SNS anytime without going to the college. G2Dewi is enjoying the advantages of the SNS because she preferred to do her tasks anywhere as she want.

> ŖI prefer to write it on the social media because I can submit my tasks from anywhere.ŗ (G2Dewi)

G1Aina has the same opinion with G2Dewi. She's glad of using Whatsapp and Facebook for her tasks. She can do her tasks at home, restaurant, or cafe. She fell free because the SNS use.

> ŖSNS makes us easier to write my tasks. I can write it at home, restaurant or other places. Then I can submit it anytime and anywhere without going to the college.ŗ (G1Aina)

The other participant stated that SNS is very helpful for her. SNS usage is a new and fresh thing in learning activity. She always use her smartphones anytime and anywhere, SNS usage in learning activity can improve the effectiveness of learning itself because she felt free to do her tasks by using the SNS.

ʀLearning by using the SNS is very fun. I can learn anywhere, do my tasks and submit it anywhere. This is very effective for me.ɼ (G4Gladis)

Perceived progress in vocabulary

The group discussion was talking about the vocabularies in paragraph writing. G2Charlie stated that he got many new vocabularies from the SNS usage. He can read all of his friends writing which is submitted in to the SNS. This can improve his vocabularies mastery. He believed that vocabularies is the most important aspect in EFL writing.

ʀWhen I see my friends assignment, I got many new vocabularies indirectly from it.This is very important for me to improve my English.ɼ (G2Charlie)

Every students had a different abilities in grammatical or vocabularies. G5Indra and G6Kikan thought that SNS made them easy to share their abilities and learn from their friends abilities. The corrections, comments or suggestions could be given by their friends.

ʀSome friends have a good grammatical concept in their writing. When I make a grammatical error in my writing, some friends who have good grammatical realization can give some comments or suggestions to my writing based on the lecturerŕs advice.ɼ (G5Indra)

ʀI have learned some vocabularies from many references in google, books, or other references. I can share my knowledge of vocabularies to others by giving them comments or suggestions in the SNS.ɼ (G6Kikan)

Grammatical improvement

Grammatical improvement is the next advantages of using SNS in EFL. Students are able to give corrections in the grammatical errors that their friends made. All students feel that their grammatical writing is much better after using the SNS.

ʀThe grammatical aspect is the one of my writing skills that have improved significantly. My friends always discuss and give me suggestions for the grammatical errors that i made. This make me always remember my fault and I always try to make it better (grammar).ɼ (G1Ani)

Through the Whatsapp group and Facebook group, the members are able to revise the other member assignment in grammatical or structural aspect. Based on the lecturer guidance, they can discuss the grammatical aspect and they will get new knowledge about grammar.

ʀThe lecturer ask us to be active on the SNS to review our friend assignment. When I found some grammatical errors in my friend tasks, I will tell him about the correct one based on my knowledge.ɼ (G3Flora)

ʀWe can discuss and learn more about grammar anywhere as we wanted. Learning much grammar is very important for us to improve the quality of my writing, so we need more time to discuss it. SNS help us learn it more.ɼ (G1Bella)

G3Farid tell us that the students are coming from so many different background of English in senior high school. They have different experience in English learning. SNS are a good media for them to unite them in a flexible discussions through their smartphones. They think that the SNS is very useful for discussing about grammar.

ʀA friend with a good understanding of grammar always gave me a correction when I make a mistake in my writing. My friend always correct me based on knowledge that he had before. They also open minded to share the grammar knowledge to others.ɼ (G3Farid)

Problems faced on the SNS use

Regardless all of those merits that may be derived from the SNS usage as a tool of education, some researchers concern about some problems of SNS usage in educational environment. Hamid, Kurnia, Waycott, and Chang (2011) reported that the students are apprehensive to the limitations of SNS use. These concerns include: 1. time management issues, 2. some students lack the ICT ability, and 3 and some higher learning institutions have unsupported technical infrastructure. Some problems are found through this research related to the SNS usage. There are three problems of using the SNS for learning activity in EFL writing such as the internet connectivity, the cost, and the experience of users.

Internet connection

Independence of time and place are the attractiveness of using the SNS for EFL. Internet connection are needed to surf the SNS. Most students in both universities agree that sometimes they had a problem with the internet connection. G4Bebi as a student from Jambi University said

> ŖHere in Jambi university we have some problems with the internet connection especially those who use 3 (one of cheapest internet provider). The network signal of 3 is difficult to work in this college, but we still have any other choice to choose the provider.ŗ (G4Bebi)

G5Ikhsan and G6Lilo as Islamic State University of Jambi students has the same problems as G4Bebi. They stated that internet connectivity is the problems they faced in using the SNS for EFL writing.

> ŖIt is difficult for me to get the internet connection in my campus. The Wifi connection is not stable so are the internet providers that has a low signal in my campus.ŗ (G4Lilo)

> ŖThe problem I faced in the campus is the poor signal of internet connection.ŗ (G5Ikhsan)

Based on the data, the internet connection always be the problem in both state universities. This problem also has been associated to another problem (the Internet cost).

Costly to Use

The fast internet connection is required for the students to use the SNS for EFL writing. The internet connection should be able to support them finish their tasks, submit the tasks, gives comments and suggestions through SNS. Most students are using the cheapest internet service provider such as 3 and XL. The impact is the poor internet connection and it is difficult for them to use the SNS with the bad internet connection. So they should buy the more expensive internet access card from the better internet provider. G3Elsa as one of students in Jambi University expressed that,

> ŖI have to buy Telkomsel as my internet access. Telkomsel is the best internet provider in Indonesia (for cellular). I should spend much money for using Telkomsel than the other internet providers.ŗ (G3Elsa)

G6Louise has the same opinion with Elsa about the internet service provider that he used. He also told us the detail of the price from the internet providers in percentage.

> ŖBefore I use Telkomsel, I used 3 as my internet provider but it does not work properly. Telkomsel is 25% more expensive than 3 but it is much better internet provider.ŗ (G6Louis)

Students in Jambi University and State Islamic University of Jambi are likely to choose the cheapest internet access provider. However, in the EFL writing courses in which the lecturers assign them to utilize SNS in their writing activities, the students had to buy other internet cards which have better services for the internet connection.

Inexperienced in Using SNS

A few participants has no enough experience in using some kinds of SNS like Telegram. In using Whatsapp and Facebook, most of the students only knows how to use it in basic features only such as sending message, make a call, or video call. Many students did not know about some features such as how to forward a message, make an italic word, or make and bold word in Whatsapp. There are many features can be used to support their writing but they cannot utilize it.

> ŖI never use the Telegram before. I do not know that Telegram can invite about 5000 members to join in a group. I know it now because my lecturer newly tell me about it. I recently know that Telegram is a good application for giving one way instruction.ŗ (G2Dessy)

> ŖOne year ago I start using my smartphone. I am surprised to know that my smartphone can be used to support the learning process. My lecturer give me more time to learn using my smartphone. There are some basic features I know but some more advance features that I do not know.ŗ

(G4Fadh)

The use of SNS for EFL writing only needs some basic features of the SNS itself. Nevertheless, the advance features usage from the SNS will make the students easily to use the application. It also improve the effectiveness of SNS usage for EFL.

> ŖI can operate the basic features of Whatsapp and Facebook, but a few friends can use it more efficient and effective because they are able to use the advance features of Whatsapp and Facebook.ŗ (G5Ines)

DISCUSSION

The previous studies are in line with this research findings on the frequent use of social networking services by undergraduate students, as well as those investigating the potential advantages and problems of SNS use in educational environment. All participants in this research reported that they had so many accounts in some social networking services which support the previous findings of Smith and Caruso (2010), who showed that 96% of undergraduate surveyed across disciplines had an account with at least one social networking service. Besides, all the participants showed that they had some accounts of SNS long before their lecturer used them in writing courses.

It is a usual thing for a media to have its own advantages and problems. It also applies to SNS used in writing courses in this research. According to Balci (2010), there are 13 possible advantages derived from the SNS usage as an education tool, stated as follows: 1) unlimited location and time, 2) Quality improvement, success, and efficiency of education by SNS usage for education, 3) Capability of learning in more systematic way and in shorter time. 4) Individualization of learning, 5) Having instant feedback capability. 6) Offering the student capability to repeat course content as much as desired, 7) Easy to display the content, 8) Allowing the design of visual and auditory learning environments, 9) Archiving the subject content and synchronized class (virtual class) applications, 10) Being compared to the conventional programs, its benefit gives tendency towards more voluntary behaviors on the side of students for improving research, knowledge, and skills. 11) Offering possibility to make an evaluation for students performance, 12) Minimizing the risk of error in evaluation result measurement, and 13) Students and teachers skills improvement to reach, evaluate, use, and efficiently cite the knowledge. Besides those advantages, there are some specifically advantages for language learning when the lecturer uses social networking service as an educational environment. There are at least six advantages that deriving from SNS use as a supplemental t o o l o f language learning, as stated by Stevenson and Liu (2010), Mills (2011), and Lee (2011) reported that users of SNS in language learning achieve the following advantages: 1) perceived progress in vocabulary or vocabulary acquisition, 2) increased confidence in using the target language, 3) fostered an interactive community to communicate, interact, and discuss, 4) L2 learnersř participation on SNS appeared to have a positive impact on their oral proficiency, and 6) syntactical complexity or grammatical improvement. Based on the group discussions, the findings show that some of those advantages which stated by Balci (2010), Stevenson and Liu (2010), Mills (2011), and Lee (2011) informed by the participants in the group discussions. There are 4 advantages (offering possibility of peer review, independence from time and location, perceived progress in vocabulary, and grammatical improvement) which exist based on the data from the participants when their lecturer using SNS in their writing courses. The results of the focus group discussions were described descriptively to explain the data.

Another finding in this research shows that the participants believe that SNS can be used not only as communication tool, but also as learning media in some courses in higher education specifically in English Education Program since it is believed that social networks improve communication skills, increase participation and commitment of social, strengthen peer support, and ensure education realization based on collaboration. Moreover, SNS are easily and inexpensively used without a substantial support from universities so that educational process of students they can be integrated by using the SNS (Blattner & Fiori, 2009; McBride, 2009; Warnock, 2009, Melor 2007). Some students still face the problems of SNS use even though most of the findings were positive. Two out of three of problems which stated by Hamid, Kurnia, Waycott, and Chang (2011) are in line with the findings of this research. Those two emerging problems are the connection which shows the limitation of technical infrastructure, inexperienced which shows lack of ICT skills of the students in using SNS. Therefore, the studentsř negative perceptions can be possible influenced by inexperienced with the educational application of this newer technology. Then, with continued using of the SNS as part of social networking service in educational environment in higher education such perception could be reduced. The findings of this research also found another limitation which not mentioned by Hamid, Kurnia, Waycott, and Chang (2011) which is costly to use. All the participants are demanded prepare a good operator in order to connect them to the internet to access the application. However, all the participants agreed that those problems are solvable. Furthermore, the findings presented here suggest that students recognize and value the learning advantages of using SNS.

CONCLUSIONS

The research findings show that all participants are active and using most of familiar SNS kinds. This finding shows that those social networking services potentially provide great advantages as a supplemental tool of learning for

the higher education students. The familiarity of SNS used by the students could also help them feel more comfortable and motivated since SNS provide a communication environment for the users which have limitless space and time because they are online tools that generate interaction by allowing new opportunities for any more information, interest, and sharing the data.

The focus of the study is to understand the perceptions of the students in Jambi University and Islamic State University about SNS usage in EFL paragraph writing. The kinds of SNS that is used in this research is Whatsapp. This research show about how the perceptions of the students in using Whatsapp as learning media and how they utilize it. Most of students stated that SNS are useful to support learning process especially in paragraph writing class. They are keen on using the SNS because they are able to do their tasks anywhere and anytime. Also, through the social networking service, all the participants have an opportunity to give and get some corrections and comments not only from the lecturers but also from their friends as an improvement way of their writing skill either in grammatical aspect, the paragraph content, or vocabularies. Even though the SNS has many benefits for learning process, there are still found many problems in using it for EFL writing. The first problem is the low signal from the bad internet service provider. Second is the cost that students should spend to buy the best internet access cards. The last problem is the lack of experience from the students to use the SNS. The problems is not too burden them because there are many alternatives to solve those problems.

POLICY IMPLICATIONS
The research found that most of students are familiar with the kinds of SNS. This condition supports them utilize the SNS as a learning media. There are so many kinds of SNS that they can download on their smartphones and it is free. All students has the same positive opinion related to the use of SNS in EFL paragraph writing. Although it has so many benefits, SNS use should be limited in the educational value. Hence, Hamid, Kurnia, Waycott, & Chang, (2015) stated that the integration of technologies should be done by the lecturers in their teaching only if and when they see educational value in doing it. Therefore, before SNS is adopted in higher education, a thorough evaluation need to be conducted to assess its appropriateness for teaching and learning.

So many classes but not listening class and speaking class are able to use SNS as the learning media. Students are able to give their opinion or comments in the SNS for the learning process. SNS are useful for writing class, grammar class, vocabularies class and many more. Finally, the research findings would be able to help the educational actors such as lecturers make decisions on whether to use and implement SNS as learning media for language learning purposes. While for further research, this research can be a guidance to know and evaluate the students perceptions towards the using of SNS for educational purposes.