-Higher-Education_-Benefits-and-Barriers-in-Teaching-English

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The Integration of Social Networking Services in Higher Education:
Benefits and Barriers in Teaching English

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ABSTRACT

Social networking services (SNSs) have been popular and essential media to increase lecturer-student interaction, collaboration, and communication as well as lecturers' supervision in Indonesian universities including in teaching English as a foreign language (EFL). This mixed method study utilized a survey and interview as the techniques of data collection which specifically explored the lecturers' perspectives on the use SNSs for personal and educational purposes as well as demographic information related to the experience and frequency using SNSs, ownership (possession) of SNSs, and SNSs popularity. The findings revealed that the participants had much knowledge and experiences with SNSs. Even though most participants found some benefits of SNSs in EFL classes including easing communication, supervision and evaluation, time flexibility, and creativity. There were two barriers that have emerged, including lack of skill and cost to use. Implications and future research are offered to improve technology integration in higher education.

KEYWORDS

Education, Indonesia, Indonesian University, Interaction, Lecturers, Teaching Media, Technology

INTRODUCTION

Technology has provided eases, applications, approaches, and strategies in education with its features. The success of technology integration in any educational programs is dependent on users' attitudes and perceptions. The establishment of new technology integrations for the improvement of education has been a significant issue to have influences on how education is perceived, implemented, and evaluated. This integration has been an interesting object of research in higher education (e.g., Hamshire & Cullen, 2014; Georgina & Olson, 2008; Mncube, Dube, & Ngulube, 2017; Beldarrain, 2006). One of many technologies which are integrated in higher education is Social networking

services (SNSs). Robbin and Singger (2014) informed the utilities of the examples of SNSs such as massaging (WhatsApp, BBM, Telegram), images sharing (Instagram, Snapchat, Pinterest), videos sharing (Vine, YouTube), audios sharing (iTunes, Sticher), micro blogging, (Facebook, Twitter, Google Plus, Path), blogging (Tumblr, Blogger, WordPress), professional sharing (LinkedIn), and academic sharing (Google Scholar, Academia, ResearchGate).

Although, SNSs establishment was firstly proposed to establish a social interaction, the purpose has currently become popular in higher education (Greifeneder, Pontis, Blandford, Attalla, Neal, & Schlebbe, 2018) which has values on supporting relationships between lecturers and their students for learning, educators' professional development, and content and knowledge sharing (Manca & Ranieri, 2013, 2016). Despite many educational values of SNSs in higher education, barriers in using SNSs for university lecturers have also emerged (Habibi, Mukminin, Riyanto, Prasojo, Sulistiyo, Saudagar, & Sofwan, 2018; Manca & Ranieri, 2013; Prasojo, Habibi, Mukminin, Muhaimin, Ikhsan, Taridi & Saudagar, 2017; (Hadiyanto, Mukminin, Arif, Fajaryani, Failasofah, & Habibi, 2017).

In addition to the SNSs establishment in higher education, they also become a thought-provoking topic for a foreign language pedagogy including teaching English as a foreign language (EFL) where many EFL researchers conducted research in this area (Fewell, 2014; Kaplan & Haenlein, 2010; Prasojo, Habibi, Mukminin, Muhaimin, Ikhsan, Taridi & Saudagar, 2017). Mondahl and Razmita (2014) informed that foreign language learning is a collaborative and individual learning process that can be mediated through the use of SNSs. SNSs have been widely integrated in supporting language teaching and learning since they have decreased other responses of physical activities offering limitless opportunities for communication (Fewell, 2014).

For the Indonesian context, the studies on SNSs in educational settings of higher education informed various benefits and barriers viewed from students' perspectives (Habibi et al., 2018; Prasojo et al., 2017). However, research on the SNSs integration from the perspectives of universities lecturers is limited and to fill the gap, this study was done to answer the following questions:

1. How popular are SNSs among Indonesian EFL university lecturers?
2. How do the lecturers perceive the benefits of SNSs use in higher education?
3. What barriers do they face in line with the integration of SNSs?

LITERATURE REVIEW

Social Networking Services

Social networking services (SNSs) used by people around the world are available in various forms (Hamid, Waycott, Kurnia, & Chang, 2014). Experts in literatures have proposed various definitions of SNSs. For example, Bartlett-Bragg (2006) defines SNSs as a range of internet-based applications augmenting group or peer interactions and as spaces for social connections, collaboration, communication, and information exchanges. The SNSs concept is a way on how to conceptualize social groupings, which emphasize interactions emerging through SNSs. Comparably, Park et al. (2015) define SNSs as web-based services provided to facilitate online-based interactions in the form of social interaction and communication. In conclusion, these definitions highlight that SNSs function as social relation and interaction tools.

However, one definition that has been mostly quoted by the majority of researchers is the one that is offered by Boyd and Ellison (2008). They defined SNSs as web-based services allowing individuals to establish public and semi-public profiles with a bounded system, to enunciate a list of other SNSs users whom they have connection and interaction with, to browse and navigate the connection lists created by other users within the system. This definition is different from other definitions, which mostly define SNSs from the perspectives of their functionality.

SNSs in Education: Benefits and Barriers

Facebook according to some researchers on the SNSs integration in education (Akçayır & Akçayır, 2016; Junco et al., 2011; Lim & Richardson, 2016; Khan et al., 2014) is the most SNS used with more than 1.65 billion users across the world. Twitter, a type of micro blogging that facilitates a combination between messaging and blogging (Pervaiz, 2016) is also popular among students and educators who use it in teaching and learning process. YouTube as a video sharing media provides users with vast videos containing information, sharing facility, and entertainment. Apart from those types of SNSs, other various SNSs applications have been used in education such as WhatsApp (Habibi et al., 2018), Instagram (Akhiaar, 2017), and BBM (Rooyen, 2015).

In addition, in higher education, there have been plenty of research conducted on SNSs integration with various methodologies; quantitative, qualitative, and mixed methods (Brady, Holcomb, & Smith, 2010; Habibi et al., 2018; Jones, et al., 2010; Tess, 2013). Habibi et al. (2018) revealed the benefits of the use of SNSs in an Indonesian university from students' perspectives. There were positive attitudes and perception of the students on the capacity of Ning, an SNS that allows users to make their own communities and social links within specific interests with their own design of visual, features choice, and member data to build communication (Brady, Holcomb, & Smith, 2010). Tess (2013) published a literature review article on SNSs studies and informed that most research explored learning outcomes and student achievements improvement in relation to SNSs use at a university level. Beside the positive outcomes revealed by those studies, there were also negative results or findings related to the SNSs use such as a study done by Jones et al. (2010) which indicated that students did not always utilize SNSs in their educational activities. In addition, Tess (2013) confirmed that there was no enough evidence to show whether or not SNSs are efficient in education.

The positive and negative attitudes and perceptions on the use of SNSs in education both from students and educators or lecturers as presented in the literature indicate that not all students and lecturers are in favor of using or integrating SNSs in their teaching and learning processes. For those who have negative attitudes and perception on the use of SNSs in education, it might result from difficulties or barriers that they might face to use SNSs in teaching and learning processes. Lack of skills and knowledge to integrate SNSs in teaching and learning might be one of the reasons why some students and educators or lecturers are reluctant to use SNSs in education. Another reason might be due to the lack of facilities such as electricity for those who live in remote areas that prevent them from using SNSs in in teaching and learning processes. Additionally, ages might be one of the reasons for some lecturers who do not like using SNSs in their classrooms. Older lecturers might not be interested in integrating SNSs in their teaching processes because of their lack of knowledge with new technologies.

SNSs in English Language Teaching

In English language teaching, TESOL/TEFL, researchers have informed that the SNSs use (micro blogging, blogging, massaging, images sharing, and video sharing) has a significant contribution in English language teaching and learning (Kabilan, Ahmad, & Abidin, 2010; Mondahl & Razmerita, 2014; Prasojo et al., 2017; Suthiwartnarueput & Wasanasomsithi, 2012). Facebook, as the most popular SNS has been used as a tool to improve reading and writing skills, promotes interactions among students, and develops a sense of socializing through internet-based applications (Prasojo et al., 2017; Kabilan, Ahmad, & Abidin, 2010).

In addition, Twitter has contributed beneficial effects to community of learning to help maintain motivation and learning activities and to promote a social cohesion (Fewell, 2014). Other SNS, Wikis, online publishing tools used to share knowledge allowing users to edit pages, have been integrated into English language teaching (Zorko, 2009; Kessler, 2010; Chik & Breidbach, 2011). They have a significant influence on the process of teaching and learning. The combination of Wikis, Facebook,

and Skype can also be a good platform to establish multimodal texts in language teaching (Chik & Breidbach, 2011).

SNSs Among University Lecturers

Comprehending and exploring educators' perceptions on SNSs as types of technology are critical in improving their rationale and knowledge in order to use technology meaningfully in their teaching activities (Bozalek et al., 2013; Gorder, 2008; Murire & Chilliers, 2017; Kirkwood & Price, 2013). Such comprehension and exploration can also help to broaden opportunities for students' authentic learning. Additionally, the comprehension and exploration of educators' perceptions on SNSs can help them deal with challenges in professional practices into learning process (Bozalek et al., 2013). An examination on the beliefs of educators underpinning the appraisal of effective academic uses of new technologies is also critical to overcoming unreliable findings of the effectiveness of technology (Kirkwood & Price, 2013). It serves academic institutions to design effective trainings in order to accomplish educators' teaching objectives (Gay, 1997). It is critical to challenge the perspectives on the technology integration by seeking explanations about the effectiveness of SNSs in education.

Educators' perceptions on the SNSs integration are shaped by their teaching context, benefits, and barriers that SNSs present as well as the educators' general experiences with these technologies (McCarthy, 2012; Scott, 2013; Veletsianos, 2013). The educators' view on social media ranges from positive ones to negative ones. From a positive point of view, literature informs that SNSs integration in education contributes to change educators' perceptions on their teaching activities from a provision of learning resources to students' collaboration, interaction, and communication (Scott, 2013), from teaching content to international collaborations (McCarthy, 2012), and from personal work to groups of online scholars to enact pedagogy and visible practices (Veletsianos, 2013). However, Educators' negative perceptions and attitudes of the emerging of SNSs integration have also been reported. The reports have emphasized barriers on the fast pace of emerging SNSs developments. SNSs are considered to bringing feelings of inadequacy and triggering defensive behaviors about the need of SNSs integration in education in general and in their teaching activities (Herrington & Parker, 2013), concerning of privacy violations (Dahlstrom, 2012), and perceiving lack of control of educators on SNSs platform (Ng'ambi, 2013) and allegations of plagiarism by students. Educators also face other barriers such as lack of the best type of SNSs use and institutional guidelines for effective integrations (Ng'ambi, 2013).

METHODOLOGY

This study was a mixed-method study which was aimed at examining phenomenon within the research context using various data sources (Creswell & Clark, 2007) and developing both reliability and validity of the research findings (Borrego, Douglas, & Amelink, 2009; Mukminin et al., 2017a, 2017b; Azkiyah & Mukminin, 2017). Through this method, we investigated the use of SNSs, popularity, benefits, and barriers in education among EFL lecturers in Jambi and Palembang, two cities located in Southern Sumatra Island, Indonesia.

The study was conducted from August to December 2017 as part of a larger study examining Indonesian higher education technology integration. Multiple data collection methods, such as observation, interviews, document analysis, and questionnaires are significant in a mixed-method study (Patton & Appelbaum, 2003). With the significance of multiple data sources according to Stake (1995), we applied two primary sources of data collection, a survey and semi-structured interview. Saunders et al. (2007) claimed that the method for the collection of data relates to research approaches. The two data collection methods are important to provide full and detail information in this study. Convenience sampling was used due to its appropriateness in a mixed method study (Fraenkel & Wallen, 2009).

Quantitative Data

We collaborated with six Indonesian universities in two cities; Jambi and Palembang where participants were 239 EFL lecturers (55 males and 184 females) aged between 25 and 55 years old. Their teaching experience varied from one year to more than thirty years (see Table 1).

This study used the instruments developed by Lim and Richardson (2016) adapted to fit the context in line with the university lecturers' perspectives on SNSs integration in education in EFL. Validity of this study was facilitated through the content analysis where an expert panel consisted of five faculty members specializing on ICT and pedagogy were asked to review the items or statements of the proposed questionnaire. The final decision of the survey included four sub-categories (see Table 7 in the Appendix). The questions were established to be more specific to achieve the aims of the study. For instance, 'Using SNSs for educational purposes would be convenient', was changed to 'Using SNSs for teaching in higher university was convenient.' The final survey was composed of 24 questions. The reliability of the survey was .89 (good). To collect the data through the questionnaire, we utilized a Google form (an online form that Google programs provide for users to collect any kinds of data) and hardcopies in the distribution of the questionnaire. We applied descriptive statistics by using SPSS 22 software for the data analysis and measured the frequency, percentage, mean, and standard deviation of the data to either counter or support the qualitative data. Descriptive statistics is summary statistics which describes features of a group of information (Ross, 2010).

Qualitative Data

To seek university lecturers' opinions regarding SNSs, benefits and barriers in EFL, we held interview sessions. For this aim, we set a semi-structure interview, which the questions were adapted from the survey items. Semi-structured interviews were used to understand how interventions work and how they are improved allowing interviewers to discuss issues that may not be included in the other study data collection method (Creswell, 2009; Mukminin & McMahon, 2013; Mukminin, 2012a, 2012b; Patton, 2002). In the survey, we provided participants with a statement if every participant was willing to participate in the interview sessions. Fifteen lecturers agreed to be interviewed. However, only six lecturers were finally willing to be interviewed due to several reasons such as some of them had no free time or some were busy with their activities. All of interviewees' names were masked through the use of pseudonyms (Andy, Kylie, Susan, Goerge, Dina, and Dorothy). Among the interviewees were two male and four female lecturers. Their ages were between 25 and 55 years old and their teaching experiences were between 2 and 35 years. We emailed, called, and texted all chosen participants willing to give their opinions in the interviews. These interviews were held in order to obtain in-depth information related to the purposes of the research. Each interview lasted from 35 to 40 minutes in

Table 1. Participants' information

Variables	Sub-Variable	The Respondents (n. 239)
		F (%)
Gender	Male	55 (23.01%)
	Female	184 (76.99%)
Age (years)	25-35	99 (48.23%)
	36-45	87 (43.41%)
	46-55	53 (7.72%)
Teaching experience (years)	1-10 11-20 21-30 +30	95 (39.75) 84 (35.15) 64 (26.78) 4 (1.67)

participants' mother tongue, Indonesian language, to get more in-depth information aiming to answer the research problems.

In the very beginning step of the qualitative data, we applied what Miles and Huberman (1994) called "within case analysis." We conducted interviews with participants by audio-taping them with smartphones, we then transcribed the data. We analyzed and categorized "open coding" the transcripts of the interviews into the categories (benefits and barriers) and this process was repeated until the last participant, the sixth participant. We translated the analyzed data into English before presenting the data. We all read each English translation of each participant line-by-line independently, and once again marked relevant chunks of statements, put relevant chunks of statements into fixed categories. Data collection and data analysis happen in a random way since they mutually influence each other (Creswell, 2009; Mukminin Ali, & Ashari, 2015; Patton, 2002).

For the consideration of ethics and protection of the rights of human participants, we hid the participants' name through the application of pseudonyms (Mukminin et al., 2017a, 2017b). Their decision to get involved in the interview sessions in this study was voluntary as we facilitated them with informed-consent forms. In order to ensure the trustworthiness, validity and reliability, of the data (Lincoln & Guba, 1985) of the study, we delivered verbatim examples from the transcribed interviews and conducted a member checking (Johnson & Christensen, 2008; Creswell, 2009; Habibi et al., 2017). We checked and rechecked not only with all participants of the interviews but also with co-researchers that served as member checking processes. In this type of steps, we returned back all the interview data and our findings to participants in order to obtain their feedback and agreement. This step was done to convince readers that our data were not bias. We were keen to ensure that the participants agreed with the finding presented in this study (Johnson & Christensen, 2008). In brief, the participants informed that they agreed we use the data for our research purpose.

FINDINGS

In this part, popularity and daily uses of SNSs among lecturers (ownership (possession) of SNSs accounts, types of SNSs use, and time in using SNSs/day) and the use of SNSs in EFL are presented. First we present the popularity and daily uses of SNSs among Lecturers. We think that it is also important to give our readers a picture on the backgrounds of our participants in using SNSs not only for teaching and learning English but also for the use of SNSs for general purposes. In the second part, we present the use of SNSs in EFL. In this part, we provide readers with the lecturers' opinions on the SNSs use in EFL classes.

Popularity and Daily Use of SNS Among Lecturers

The data for the use of SNSs among EFL lecturers which include the ownership (possession) of SNS, years of SNSs use, types of SNSs use, and frequency using SNSs a day are shown in Table 2. All lecturers (100%) reported that they owned SNSs accounts. Most lecturers (68.20%) had used SNSs from six to ten years. Only 15 lecturers (6.28%) had less than a three-year experience using SNSs. Facebook was the most popular SNSs owned by 231 lecturers (96.65%). This was followed by WhatsApp (98.7%), and Youtube (94.85%). We also explored time the lecturers spent on SNSs/day. Most lecturers (41.00%) spent their time using SNSs from two hours to three hours. Meanwhile, 15 lecturers (6.28%) spent less than 30 minutes a day using SNSs.

Data from the survey for the use of SNSs in daily life revealed that majority of the university lecturers (82.43) frequently used SNSs to keep in touch with their friends and families. The next frequent uses of SNSs were to obtain new information (64.85%), to share some information (46.86%), and to connect with people I have lost touch with (51.46%). While the least frequent use of SNSs was to let others know what is happening in their life (20.08%) (see Table 3).

The findings from qualitative data (interview with the six lecturers) indicated similar results of SNSs purposes among university lecturers revealed in the survey part. In the interview, the participants

Table 2. University lecturer's use of SNS (n. 239)

	N	%
Ownership (possession) of SNSs accounts		
Yes	239	100
No	0	0
Years of SNSs use		
0-2	0	0
3-5	61	25.52
6-8	84	35.15
8-10	79	33.05
More 10 years	15	6.28
Types of SNSs use		
Instagram	158	66.11
Facebook	231	96.65
WhatsApp	229	95.82
Line	57	23.85
YouTube	219	91.63
Facebook messenger	201	84.10
BBM	45	18.83
Others	89	37.24
Time spent using SNSs/day		
0-30 minutes	15	6.28
31 minutes -1+ hours	95	39.75
2 hour- 3+ hours	98	41.00
4 hour or more than 4 hours	31	12.97

Table 3. Lecturers' general purpose of SNSs

Purposes	n	%
To keep in touch with friends and families	197	82.43
To obtain some new information	155	64.85
To share some information	112	46.86
To do career networking	75	31.38
To connect with people I have lost touch with	123	51.46
To let others know what is happening in my life	48	20.08

reported that they used SNSs in order to keep in touch with friends and families, to obtain some new information, to share some information, to do career networking, to connect with people I have lost touch with, and let others know what is happening in my life (see Table 4). From the interview, there were two emerging purposes were not informed from the survey as the evidence that the use of SNSs develops and expands. The two purposes were to buy online, and join group pages of personal hobby.

Table 4. Purposes and sample statements on the use of SNSs for general purposes

Using SNSs to...	Statements
keep in touch with friends and families	Kylie; "I use SNSs to get connected with my family and friends where we could communicate limitlessly using our smartphones".
obtain new information	Goerge; "I read and watch current news using social media...the social media always provide users with latest information and headlines."
share information	Dina; "It is an effective platform to share information. I use social media to share information to my family and friends such as job vacancy, wedding invitation, and other information".
do career networking	Dorothy; "Facebook and WhatsApp are two media that I often use to establish my professional activity and build networking"
connect with people whom I lost contact with	Susan; I use Facebook to look for my childhood friends. It is nice when you get connected to them and share experience and memories".
let others know what is happening in my life	Andy; "I am happy when my facebook friends or instagram followers give likes and comments on pictures or status I share. It shows their attention to what I do".
buy and sell online	Dina; "I love buying things online from fashion products to)
have entertainment (games, music, and videos)	Dina: "Youtube is the best application when you get bored with your daily routines. Watching vlogs and cooking show are two of my favorite programs
join group pages of personal hobby	Andy; "I join groups of WhatsApp where we have time to discuss about cars and bikes. It is very useful to know more about what I like".

The Use of SNSs in EFL

In order to explore lecturers' opinions on the SNSs use in EFL classes, we presented the survey data through descriptive statistics which involved frequency, percent, mean, and standard deviation. In the survey, we had 10 positive perspective statements and two negative perspective statements. We informed the data through complete information, frequency, percentage, mean, and standard deviation for each item (see Table 5).

From the mean scores, it indicated that lecturers' agreement on questionnaire's positive statements was in "agree category", for example, using SNSs for EFL teaching was convenient (3.35), SNSs supported EFL face-to-face teaching (3.35), and using SNSs for EFL teaching increased motivation to learn English (3.28). However, one positive statement that is not in the category "agree" was statement "I felt more comfortable using SNSs as a discussion medium with students than using traditional method" with a mean of 2.92 which indicates that most lecturers still preferred traditional teaching method when holding a discussion. The negative items of the survey resulted in lower mean scores. They disagreed that SNSs would invade their privacy if their course and SNSs overlapped (2.32) and with the statement, "they don't care one way or the other about SNSs being used for their EFL course" (2.25).

We categorized the data from the interviews through the data analysis processes into two salient themes; benefits and barriers. The participants, university lecturers teaching English for specific purposes reported four benefits of SNSs in EFL courses in positive statements while they talked about two barriers in the SNSs. Our data analysis of the interviews reported four sub-themes emerged which we classified as benefits of SNSs in EFL classes; communication, supervision and evaluation, time flexibility, creativity. SNSs use eased not only communication between lecturers and their students in EFL classes but also supervision on the tasks or assignment given by the lecturers. The use of SNSs such Facebook and WhatsApp messenger as a means of communication has provided a virtual conversation giving easiness in terms of time and space for lecturers to communicate with their

Table 5. The use of SNSs in EFL (n: 239)

Question	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree	M	Std. Dev.
	n (%)	n (%)	n (%)	n (%)	n (%)		
Using SNSs for EFL teaching was convenient	12 (5.02)	59 (24.69)	37 (15.48)	96 (40.17)	35 (14.64)	3.35	1.147
SNSs supported EFL face-to-face teaching	13 (5.44)	57 (23.85)	38 (15.90)	101 (42.26)	30 (12.55)	3.35	1.009
Using SNSs for EFL teaching increased motivation	15 (6.28)	55 (23.01)	41 (17.15)	103 (43.10)	25 (10.46)	3.28	1.12
Using SNSs for class made me feel more connected to my EFL students	12 (5.02)	60 (25.10)	39 (16.32)	110 (46.03)	18 (7.53)	3.26	1.07
I felt more comfortable using SNSs as a discussion mode with students than using traditional method	14 (5.86)	95 (39.75)	38 (15.48)	78 (32.64)	14 (5.86)	2.92	1.09
SNSs were effective media to share EFL materials to the students	14 (5.86)	56 (23.43)	40 (16.74)	95 (39.75)	34 (14.23)	3.30	1.16
SNSs were educational platforms in EFL facilitated better rapport of students	16 (6.69)	54 (22.59)	36 (15.06)	102 (41.84)	31 (12.97)	3.33	1.15
SNSs were effective tool to collaborate with colleagues in EFL course	16 (6.69)	55 (23.01)	38 (15.90)	97 (40.59)	33 (13.81)	3.32	1.16
SNSs were an effective to communicate with students	19 (7.95)	52 (21.76)	34 (14.23)	104 (43.51)	30 (12.55)	3.31	1.16
I felt that my privacy was invaded when SNSs integrated in my EFL classes	37 (15.48)	96 (40.17)	35 (14.64)	62 (25.94)	9 (3.77)	2.62	1.13
I don't care one way or the other about SNSs being used for my EFL course	39 (16.32)	93 (38.91)	34 (14.23)	65 (27.20)	8 (3.34)	2.62	1.14

students. The result also pointed that SNSs ease the supervision such as efficient sharing medium of workload discussion where both lecturer and students had freedom to discuss the tasks. SNSs gave lecturers flexible time during the courses. Applications such as a WhatsApp group gave lecturers and students freedom of time to discuss course materials in their EFL teaching. Students also had improved their creativity using SNSs in the teaching and learning processes when one lecturer applied YouTube for teaching a speaking course in English, the students had some ways recording, editing, and presenting their activity in YouTube (see Table 6).

Regardless all of the benefits, the interview data also revealed some barriers emerged on the SNSs integration in EFL classes. There were two interesting sub-themes coded from the interview data; lack of skill and costly to use. Some senior university lecturers had difficulties in using SNSs since they were not accustomed to using them. Therefore, it is considered as a main barrier in the

Table 6. Themes, subthemes, and sample statements of the interview

Themes	Sub-Themes	Statements
Benefits	Communication	Dorothy; "As a means of communication, Messengers such as Facebook and WhatsApp certainly ease our communication because there was no limitation of time and places. I also used Facebook group as an upload media and it was so functional to actively engage students to discuss and argue where I could easily supervise."
	Supervision and evaluation	Dina; "I love Facebook group in teaching writing because I could check their writing easily. It really helps me do supervision and evaluation."
	Time flexibility	Kylie; "You can share materials, deliver tasks, observe and evaluate the students with flexible time. It helps a lot to plan our activity in classrooms or outside classrooms."
	Creativity	Goerge; "I once used Youtube teaching speaking for juniors and gave an assignment "self-introduction It was nice to see the students had improved their creativity posting their speaking tasks through Youtube."
Barriers	Lack of skill	Susan; "I am too old to use some technological devices. They are not for me. I am not using it in my classroom since I have lack of skill. I just know some of them such Facebook and WhatsApp messenger."
	Costly to use	Dina; "Using SNSs is certainly costly since you have to buy internet data all the time. It is a problem not only for students but also for new lecturers since we earn little."

SNSs integration in EFL classes. They also thought that SNSs was costly to use either for students or for new lecturers. Due to limitation of the wireless access of the Internet, either the students or the lecturers need to buy Internet data from Indonesian providers that cost them extra money.

DISCUSSION

The article explored EFL university lecturers' use of SNSs and adoption of social media into their teaching practices in six Indonesian universities. The results of the study informed that EFL university lecturers in Indonesian higher education institutions used SNSs on a daily basis where more than 66% of the lecturers had owned SNSs accounts from six to ten years. The most popular SNS among the lecturers in the study was Facebook which was owned by almost all of the lecturers (96.65%). Most of the lecturers (41.00%) spent their time using SNSs between two and more than three hours a day. These findings are consistent with the findings reported by Akçayır and Akçayır, (2016); Kabilan, Ahmad, and Abidin, (2010); Lim & Richardson, (2016); Murire and Chilliers (2017); Prasojo et al., (2017) who investigated SNSs use in education informed that Facebook was the most popular SNS and all participants on their study were conversant with the use of SNSs. Data from the survey showed that most lecturers frequently used SNSs to keep in touch with their friends and families (82.43%). It was followed by "to obtain new information" (64.85%) and "to share some information" (46.86%). While the least frequent use of SNSs among the lecturers was to let others know what is happening in their life (20.08%). These results agree with other previous findings (Akçayır, 2017; Kirkwood & Price, 2013; Lim & Richardson, 2016) informing that the main users who were related to education SNSs were to communicate and obtain information. However, there were emerging goals of SNSs use in the lecturers' daily life from the interview; to buy online and to join group pages of personal hobby. These two findings of this research revealed that majority of the lecturers and students used SNSs

especially Facebook owned by all lecturers providing an opportunity to integrate the technology into instructions. Therefore, Indonesian lecturers and students in various environments can improve their SNSs use in educational setting without being required to adapt with the SNSs' basic functionalities.

In addition to the popularity and daily use of SNSs among lecturers, we also investigated the SNSs use in education carried out by the lecturers. From the mean scores, it is informed that lecturers' agreement on questionnaire's positive statements were in agree category such as using SNSs for EFL teaching was convenient (3.35) and SNSs supported EFL face-to-face teaching (3.35). On the other hand, one positive statement had low mean is "I felt more comfortable using SNSs as a discussion with students than using traditional method" indicating that most lecturers prefer traditional teaching than using SNSs in class discussion. The negative items resulted in lower mean scores; "SNSs would invade their privacy if their course and SNSs overlapped" (2.32) and "they don't care one way or the other about SNSs being used for their EFL course" (2.25). The findings are similar to the study by Akçayır (2017) and Lim and Richardson (2016). Besides the survey results, we presented benefits of SNSs in EFL classes qualitatively from the perspectives of the lecturers which include eases on communication, supervision and evaluation, time flexibility, creativity (Murire & Chilliers, 2017; Kirkwood & Price, 2013).

Regardless all of the benefits informed both by the survey and by the interview, some barriers emerged on the SNSs integration in EFL classes. There are two barriers emerged from the interview with the university lecturers, lack of skill and costly to use. One senior lecturer stated that she was too old to use some technological devices and the devices were not for her. So that, she was not using it in her classroom. Another lecturer who was a new-recruited educator informed that using SNSs was certainly costly for her since she had to buy internet data all the time. The problem was not only for students but also for new lecturers since they earn little. These two emerging findings agree with some parts of the study results stating cost and skill were problems in SNSs integration in education (Hamid et al., 2011; Murire & Chilliers, 2017; Prasojo et al., 2017).

In brief, the results of this study informed that most lecturers were familiar with kinds of SNSs and always used them for in their daily life. This study also revealed lecturers' agreement on most positive statements regarding the use of SNSs in education. More benefits than barriers were discussed in the interview with the lecturers that reflect that social networking services have latent qualities or abilities to improve higher education teaching and learning process especially in teaching English as foreign language classes. Along with previous studies (Akçayır & Akçayır, 2016; Kabilan, Ahmad, & Abidin, 2010; Lim & Richardson, 2016; Murire & Chilliers, 2017; Prasojo et al., 2017) and our own findings, it is safe to inform that integrating SNSs for educational environment purposes is an actual possibility as media to tackle some educational issues for instance as isolation or lack of community of face-to-face learning, given continued cutting edge in SNSs functionality. However, the question emerges whether these study findings also play significant roles for online learning environments situated in Indonesia as a developing country where the Internet is still limited in big city as we originally aimed to discover. The participants were from universities EFL lecturers. However, further research is needed to determine EFL learners perceived of SNSs in Indonesian higher education context to promote a quality education (Luschei, 2018; Yusuf, Yusuf, Yusuf, & Nadya, 2017; Abrar, Mukminin, Habibi, Asyrafi, Makmur, & Marzulina, 2018).

IMPLICATIONS

Implications for practice, policy, and future research are offered in this part. Firstly, because the lecturers' perceptions and opinions of the SNSs use for educational purposes were mostly positive despite some barriers emerged, Indonesian students, instructors, teachers or lecturers are recommended to integrate SNSs in their education, curriculum, and instructional designs in order to improve learning and teaching experiences (Lim & Richardson, 2016), to establish collaboration and discussion (Prasojo et al., 2017), and to foster engagement in education (Habibi et al., 2018).

Policy makers in higher education institutions should carefully evaluate lecturers' barriers in SNSs integration in education that include cost and skills. To provide supporting infrastructures of connection of the internet for all stakeholders in higher education institutions especially for developing countries would lower the cost of SNSs integration in those countries (Habibi et al., 2018; Prasojo et al., 2017). Internet providers are also suggested to offer lower prices of internet packages for students and lecturers to support the integration of technology especially social networking services as well as broaden the internet broadband access across the countries. Sustainable trainings for some lack-skilled lecturers are also suggested to conduct since many lecturers still have difficulties to integrate technology in education. Future research is recommended to conduct to investigate Indonesian senior lecturers in integrating technology in Indonesia where there are lack of studies discussing this issue. there are limited sources of infrastructures and human resource. In addition, studies on policy makers' opinions, expectations, and concerns are needed regarding educational uses of SNSs (Akçayır, 2017).

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APPENDIX

Table 7. Survey questions

Sub-Categories	Descriptions
Q1–Q3 (Demographic information)	Demographic information (gender, age, and teaching experience)
Q4–Q7 (general information about SNSs ownership (possession) and popularity)	Ownership (possession) of SNSs, years of using SNSs, types of SNSs being used time spending on SNSs a day
Q8-Q13 (Questions for general information on the use of SNSs)	General purposes of SNSs
Q14–Q24 (5-point Likert-scale, 1 *strongly disagree*- 5 *strongly agree*)	University lecturers' perceptions using SNSs in EFL.

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