Students' Social skill Development in Learning Process: Integrating Digital Media in EFL Teaching

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ABSTRACT

In EFL learning, students not only learn the language but also they learn how to interact and use the language. This interaction leads them to their social skill development. Besides, this social skill helps them to achive the target language. However, students are not always sociable. They have their own learning characteristics. In this case, promoting students to develop their social skills will assist them to a better learning. Integrating digital media in teaching and learning activities utilized students to cooperatively work upon the learning objective. This study aimed at assisting students to build their social skill when learning English more meaningful. This study was done qualitatively involving senior high school student. To gain the data, this study used observation and questionnaire. The findings of the study showed that students developed their social skills to work cooperatively, respect others' different argument, increase their responsibility, and interact positively. Their individual social skills presented that they were responsible, responsive, interactive, respectful, and accountable. At last, this study also revealed that the students gained their self motivation.

1. INTRODUCTION

Teaching English is challenging for many teachers in schools especially English as a foreign language (EFL Teaching). Hindi (cited in Pathan, Khaiyali, & Marayi, 2016) states that teaching English as a foreign or a second language gives a challenge for teachers whether they are beginner or experienced. Teaching EFL requires teacher's good teaching skills. Furthermore, the teacher need to consider some teaching aspects, for instance; the use of media, teaching methods and understanding students' characters. Considering to these aspects, determining which one is the major concern leads to bring the setudents' achievement. It's of course teachers' duty. Some students might have difficulties in interpreting the language they use. To help them better to understand the language is that to have teaching aids. Thus, selecting appropriate teaching aids is purposively intended to helps teachers successfully achieve the learning target. In fact, many teachers still find the difficulties to use the media during the learning process. In fact, some of the problematic aspects for many EFL school teachers are the lack of technologies used and teaching aids in teaching (Pathan, Khaiyali, & Marayi, 2016). Some

EFL teachers are not native to the use of technology in transforming and transferring the knowledge to the students.

Within the learning process, the main focus teaching and learning process is not only on the teachers, but also how the learners learn their best way. In learning language, students need to be active and communicative to use the language. They should be familiar with the language they learnt. Mphlae and Mhlauli (2018) argue that an academic performance can be improved by the students involvement in learning. The teacher should give a chance to the students to be active during the learning process, and involve them especially use the language to communicate and interaction with other. On the other hand, learning process happens when the learning is associated with the environment condition (Crow & Tian, 2006). Thus, the students need to deal with their learning environment. They need to be sociable with others to understand their environment and help them maintain their academic achievement. In addition, this way of thinking will trigger students' social skill development.

Tallat (2010) defines social skills as the cognitive functions and specific verbal and nonverbal behaviors that an individual engages in the interaction with others, including both verbal and nonverbal skills. Social skills are most often defines as a set of skills that allows us to communicate, relate and socialize with others. In relation to learners' interaction pattern based on Vygotsky's theory, the interaction between students in small groups allows children to acquire skills and to giving an understanding to them that they could not reach something by themselves, the social interaction that is created in small groups causes cognitive growth in students and leads to improvement in learning achievement (cited in Mafra, 2015). Building an interaction with others is very important in learning process. During process of learning, students are supposed to be sociable learners since they are engaged in learning society but they are not. Thus, learning must be able develop how students interact or how they communicate effectively with their surroundings.

The use of a media in teaching can be an alternative way to solve this problem. Taiwo (2009) claims that the function of media is assisting teachers to enhance the effectiveness of learning process in a classroom. Indeed, the use of media helps to increase the clarity in communication, diversity in method and so forth, for instance; how the students interact with their learning environment, work cooperatively, exhibit responsibility, and respect others'. In other word, integrating media is needed for helping and supporting the learning process of EFL teaching.

In 21st century, the use of online devices, tools and technologies in schools are needed in order help the students easily achieve their target language. In recent researches, new scienties describe some of these 21st century skills in a group of schools in the United States in which students have one on one device (i.e. one laptop, netbook, tablet computer, or others mobile-computing device for every student) (McNaughton, 2018). Digital media can also be used to develop instructional materials; teachers can make use of digital media to provide the proper materials for teaching in the classroom. They help students to find learning resources they need and also set their own pace for learning with the enjoyable way. McNaughton further argues that learners' agency and collaborative activity will be enhanced with digital access. Thus, learning by utilizing the development of digital access creates an enjoyable learning experience.

There are more digital Apps or webs based learning. Most of them are addressed to be usefully applied within instructional material in a certain learning, for example; socrative, padlet, and quizlet. Moreover, using digital media in teaching process will also help teachers to build a meaningful learning process, especially in the purpose of enhancing students' social skill. It describes a meaningful learning experience' concept referring to the students' learning processes and various events, activities and circumstances, that they consider to have a special meaning to them (Kostiainen, et al., 2018). More importantly, social skills correspond to social compatibility (Daraeea, Salehi, & Fakhr, 2016). Students'

social skills development involves the ability to create interactions with others in a social background. The students need to build a good relation and communication with their learning environment. Daraeea, et al., further argue that social skills involve mutual compatibility between a child and the social environment and in relation to peers.

To achieve the goal of social skill development, the students must know and trust each other; build communicate effectively; accept and support each other and resolve conflicts constructively (Gillies, Ashman, & Tarwel, 2008). A great achievement and productivity of the students' social skill will increase significantly when groups function on a long-term basis and complex engagement, free exploratory activity and the interpersonal and small group skills of the students. The base rule of the digital media application is group based discussion. To create and arouse students' social skills, they are engaged in group learning. At last, the great advantage of arousing students' social skills is that teachers are not only able to improve both academic and social functioning of individuals but also increase thier interpersonal classroom circumstance (Siperstein & Rickards cited in Waldron et.al., 2014).

2. PROBLEMS

Teaching students through integrating digital media can be autonomous. Students are able to learn independently. However, involving students to attain and develop their both academic performance and social skill relies on how students can learn and work together with others. Their way of interaction and communication determines students learning characters. Some students were not quite interactive and tended to be passive. Their inactiveness remained unsuccessful learning. Thus, the main purpose of this study was based on the problems of the study that it sought how digital learning could be utilized and maximized in EFL learning to develop students social skills that it contributed to their learning motivation to the learning achievement, especially achieving learning goals.

3. METHOD

As this study aimed at analyzing and describing students' social skill development emerged during teaching learning process in the context of EFL teaching integrated through the use of digital media, it used qualitative research. More importantly, this study focused more on interpreting certain condition of real setting, in this case teaching students' by intergrating digital media (Denzin & Lincolin, 1994). The participants of this study were the second semester of university students, students of English Language Education department. To gain the data as this study needed, observation and questionnaire were used.

Observing students activities related to their social skill was done using observation guide. This observation sought the detail of how students develop their social skill during the learning focusing on; individual and group accountability, responsibility, communication building in terms of interaction and responses, problem-solving, and face-to-face interaction. Meanwhile, to gain students' responses toward their learning process integrated to digital media, questionnaire was addressed to them. It sought deeply on how they perceived on learning activities using digital media to build their social skills. The data gained were then analyzed descriptively to interpret how students develop their social skills.

4. ANALYSIS

As this study aimed at seeking students social skill development during the learning process integrated to the use of digital media, it first identified the types of digital media used. There were 4

digital media based apps used, they were slido, quizlet, socrative, and padlet. Those apps were used in different language skill focus. Among them, it was identified that only one App which was not designed specifically to learning process but the teacher used it instead. Looking at the benefits of these digital media, teachers should be able to manage the class as well as preparation. The preparation covered developing lesson plan and preparing the instructional material within the Apps and of course assessing the internet connection.

In terms of the benefits of technological advance, students tended to rely on their gadget. They felt easy to have their smartphone that it was one of their best resources. Once they were introduced to digial learning, they gained their courage and interest. As it can be seen from their responses toward indicator of this study that was about their perception toward digital learning, it is as follow:

TABLE 1. Students' Responses to the Availability of Digital Learning

Indicator	Answer	Percentage
How is your interest toward the availability of digital learning?	Very Interesting	92%
	Interesting	8%
	Less interesting	-
	Not interested	-
Through digital media, it provides effective and efficient learning way	Strongly Agree	81%
	Agree	4%
	Partly Agree	15%
	Disagree	-

Related to the table 1 above, students' interests were really high. It drew their attention that the use of digital media quite interested them. The reason to this was described apparently that more students agreed that what they thought about digital media could better help them save their time of learning. It seems that students' native to technological advance helped them a lot in accessing their learning resources. Furthermore, it psychologically brought them to their positive social – emotional learning perspective that they accepted digital media.

During teaching and learning processes, students were introduced how to use the digital learning. The introduction did not only focus on how students could use the media properly, but also how students could use the media to assist them learn the target language. In terms of utilizing the digital media, students were exposed to learn trhough building learning communities. They were engaged in group based learning discussion. In this case, the intention was that group based learning motivated students to work collaboratively and cooperatively.

FIGURE 1. Brainstorming through Sli.do (An Example of Digital Media Used)

The teacher tried to always involve all the students by inviting them to respond both in group and individual. Based on figure 1, the teacher did brainstorming by inviting the students to respond the instruction displayed in the screen. Here, the teacher used slido App as it had benefit to seek and identify students' ideas upon the lesson. Students used their individual smartphone to access the App while the teacher showed the screen in the LCD. There was slight different appearence of screen from students' smartphone from teacher's screen. Moreover, the screen displayed in students' smartphone was easy to operate and use. Once the students posted their comments, then these appeared on the slide. Using this way of brainstorming, students interacted with their peers before posting their comments. In fact, students must be responsible of what they did.

During the process, the observation was conducted. The observation covered how students work in groups. As they worked in groups, students expectedly perceived their existence that it triggered their social development. This process of learning required them to communicate and interact among the students. Students' way of interaction and communication leads to how they perfomed academic skills. However, students' activities did not not only focus on how students responded teachers' instruction of the instructional material, but it rather building students' communication upon the completion of the tasks. In relation to students' social skills, the use of digital media facilitated their learning. When groups of students were addressed to tasks, they developed their social skills. These social skills happened in terms of groups association based socio – emotional. They presented the actions of social skills, like face to face interaction, collaboration, cooperation, and individual or group accountability.

TABLE 2. Groups' Social Skills Development

Indicator	Very Weak	Weak	Strong	Very Strong
1. Face to face interaction				√
2. Participating in discussion				√
3. Group Processing			√	
4. Collaborative			√	
5. Being cooperative to problem solving				√

Looking at the result of group observation, it was notified that since they associated with others, students developed their social skills. The role of digital media was that students in groups were challenged to communicate to have problem solving. Their group success depended on other members contribution. In fact, it showed that they intensively interacted among the members. They were reluctantly being selfish and individual. It was no worry that groups' face to face interaction, their

active participation, and being cooperative were very strong. It seemed to be group working failure unless they contributed each other and found the problem solving. One of the evidences showing their solid group work was that when they worked using socrative App. In this App, there was a feature which required their team work and communication, it was space race.

FIGURE 2. Space Race Feature from Socrative App

This space race feature asked the students to be able develop their social skills because this feature needed students' collaborative and cooperative working. When the teacher posed a question, students must realized their individual contribution and their own roles in answering the question. Students' team work was measured here. If they had one correct answer, the icon 'plane' departed. However, if they made mistake, they had to start from the beginning. Thus, every member had their prime role that taking a part in group work was the only way out upon the task to achieve group's shared goal.

Meanwhile, as a result of group work discussion, students' individual social skills were also developed as well. Among types of social skill which the students displayed, there were 5 types from students' social skills could be easily identified, they were; respectful, responsible, interactive, responsive, and accountable.

Chart 1. Students' Individual Social Skills
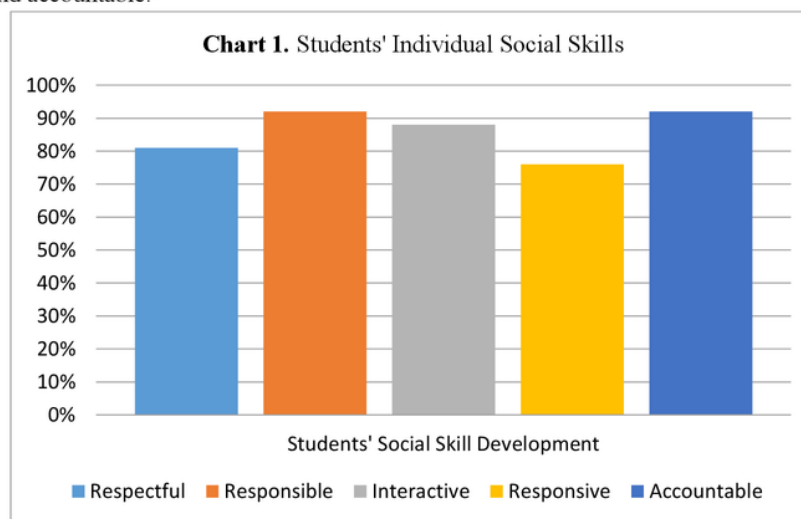
During instructions, students were respectful because they shared the ideas communicatively and they were able to decide the problem solving. The teacher always invited the students to work in groups that the instruction given seemed impossible to be done individually. While being interactive, students were also responsive. They always responded the intructions either from teacher or other members well. Based on the chart above, the findings showed numbers of social skills analysis. More

than 80% of the students showed their respect, 90% was responsible, 87% was interactive, 78% was responsive, and 91% was accountable.

Those development of students' social skills emerged since they were able to play their own roles in a group work during the learning process. It is not neglected that engaging students in instructionals based on digital learning media could give proofs that using digital media was beneficial to improve students social skills. From this study, it was explicitly conveyed that social skills needed to develop inside the academic skills that this skills also determined the level of success of the EFL learning.

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