

blogging through which users create online communities to share information, ideas, personal messages, and other content such as videos” (Merriam-Webster dictionary, n.d.) and “integrates technology, social interaction, and content creation to collaboratively connect online information” (Types of social media, 2013, Para.1). Kaplan and Haenlein (2010) created a classification scheme that consists of six different types of social media: collaborative projects (e.g., Wikipedia), blogs (e.g., Twitter), content communities (e.g., YouTube), social networking sites (e.g., Facebook), virtual game worlds (e.g., World of Warcraft), and virtual social worlds (e.g. Second Life). Davis III, Deil-Amen, Rios-Aguilar, and Gonzalez Canche (2012) defined social media technology (SMT) as web-based and mobile applications that allow individuals and organizations to create, engage, and share ideas or existing content in various forms of communications in digital environments. Inshort, social media is the online communities in which people interact with each other. Social media users can create and organize a profile for themselves, edit and comment on each other’s posts and share information with others.

There has been various overview and opinions which recognized many advantages of social media use in education. These include, enhancing relationship, improving learning motivation, offering personalized course material, and developing collaborative learning. Alison Black (2010) noted that Millennials are more comfortable using online community platforms to work collaboratively than face-to-face groups because social media such as Facebook and Instagram have become well-integrated into their world and society in general. This means that social networking activities have the possibility of enhancing teachers’ professional and adding richness to the learning environment. But, a principle challenge for effective in implementing the social media in classroom is the inadequate

teacher toward the advantage of social media. The teachers often feel uncomfortable apply social media in the classroom and are unaware of the teaching and learning pedagogies that social media are able to support. It is wise to discuss expectations and best practices concerning, identity protection and privacy before students publish any work that involves social media. Considering the time limit that students and teachers have during English lesson in Classroom; especially students of Junior High School only get 4 hours in a week and Senior high school 2 hours in a week, social media could possibly be a good solution for addition of communication. The students and teacher can organize activities search the material, do assignments, quiz, etc through social media, and this can be done inside and outside of the classroom.

2. Teachers’ Professional Development

Evans (2002) states that teacher development as the process of the improving teachers’ professionalism. He defines that teacher do reflection with his teaching, it will obtain intellectual development. In addition, Richard and Farrel (2005) define teacher development as teachers’ reflectivity review aimed to get depth understanding of their teaching. According to Gebhard (2005), Teacher development is needed by experienced teachers to explore their teaching. In line with Gebhard (2005), Rodriguez and Mckay (2010) experienced teachers need opportunities to develop their role changes, explore their teaching in the classroom by conducting some experiments, and enrich their knowledge and skills.

Teachers’ professional development concern globally, because teachers have a duty and a role not only provide information, science and technology, but also shaping the attitude and spirit that can survive in the era of competition. The task of the teacher is to help students to be able to adapt to the challenges of life as well as the insistence that developed in him.

Empowering learners include aspects of personality, especially the aspect of intellectual, social, emotional, and skills. Noble task becomes heavy because not only do teachers have to prepare the younger generation entering the century of knowledge, but must be prepared to remain in existence, both as individuals and as professionals.

Teachers of the 21st century must master a lot of knowledge (academic, pedagogical, social and cultural), able to think critically, to respond to any changes, and able to resolve the problem. Teachers must not only come to the school to teach the course. The ability to manage a class is not enough anymore. Teachers are expected to become leaders and agents of change, which is able to prepare students to be ready to face global challenges outside of school. In addition, beside parents, the teacher's role in directing the future of their students is very significant. You can imagine what would happen if teachers are not ready to face all the challenges of the 21st century educational dynamics, which still continue to change.

Teachers in the present dimension portrayed as human noble, wise, prudent, stable personality, solid, disciplined, polite, honest, objective, responsible, charming, empathetic, authoritative, and exemplary. A teacher must be widened dynamic human and thinking to the future with signs of its informative nature, modern, vibrant, and commitment to the development of individuals and together. And last but not least, teachers are required to be able to master IT, or at least able to operate it.

3. The use of Social Media in ELT

Social media is one of the most important issues facing today, including English education in which social media is used to support learning activities. Pedro (2005) argued that technology helps to increase educational benefits. Moreover, his research showed that students are allowed to learn more and more effectively. The use of social media in ELT also can develop

teachers' professional that teachers can acquire the skills to find the most of the digital resources available in their classroom. Another study on social media use in ELT contexts was conducted by Chik and Breidbach (2011) who used the combination of wikis, Facebook and Skype in their study of the Language Learning History of two student cohorts from Hong Kong and Germany. Saleh (2013) in Innayati (2014) also states that Semiocast, a global social media agency based in Paris, has rated Jakarta, Indonesian capital, as the number one users of Twitter. Besides Twitter, Facebook has also enjoyed a considerably high popularity in Indonesia, which is ranked as the highest three Facebook user country by a leading media industry provider in New York, Mediabistro (2013).

Methodology

1. Research Objectives

The study had three purposes, those are: First, this study explore teachers' familiarity second, this study to know the teachers' frequency use of social media. The last, this study wants to analyze the teachers' perception towards the implementation of social media in developing their professional development and integration in ELT.

2. Research Questions

The research questions of this study are stated as following:

- a. How was the teacher's familiarity and frequency use of social media?
- b. How EFL teachers' perceptions towards social media in developing their professional and its integration in ELT?

3. Research Methodology

The study was administered to 20 respondents in Riau, Sumatra, Indonesia. The respondents of the study were 11 English teachers at Junior High School, 5 English teachers at Senior High School, 4



English teachers at Vocational School. The participants were selected randomly and sent e-mails. The willing teachers participated in this study. The data collection was conducted from February - March 2017.

The data were analyzed by using quantitative and qualitative standard of research. The first, the data of this quantitative study were taken from survey through questionnaire. Survey is a procedure in quantitative research that involves the use of a questionnaire to explore a population's characteristics, attitudes, behaviours, and opinions (Creswell 2012). The second, qualitative research used data collection instrument was the written interviews. Dornyei (2007) says the most frequently used qualitative data collection instruments include observations and interviews to have thick and rich data, and to explore the situation. This study used a rank scaled and open question to get the data and the result would display in both statistic and descriptive data.

The data were analyzed in terms of four parts: The first part is about the profile of respondent such as grade level, gender, age, tenure, and qualification; the second part is about the respondent's familiarity; the third part is about the respondent's frequency use; the last part is about teachers' perceptions towards social media use to improve professional development and integration in English language teaching. The respondents completed profile of the respondents is presented in table 1.

Table 1. Profile of Respondents

Variable	Value	Percentage
Grade Level	SMP	55%
	SMA	25%
	SMK	20%
Gender	Female	75%
	Male	25%
Age	25-34	60%
	35-39	25%
	45+	15%
Tenure	2-5 years	5%
	6-9 years	60%

Qualification	10-15 years	20%
	>16	15%
	Completed bachelor degree	68,4%
	Currently doing master degree	21,1%
	Completed master degree	10,5%

Findings and Discussion

Table 1 showed that grade level of the teachers at SMP was 55%, grade level at SMA was 25%, and grade level at SMK was 20%. The profile of respondents was dominated by female respondents was 75% and male respondents was 25%. Next, 60% of them were younger than 35 years of age, 25% of them were at the age about 35-39, and it was about 15% more than 45 years old. In the term of length of teaching, there were 5% of the new teachers with less than 6 years experience, 60% of the respondents have been teaching for 6-9 years, 20% of the respondents have been teaching for 10-15 years, and the rest 20% have been teaching more than 16 years. In the term of education background, there were 68,4% have completed bachelor degree, 21,1% are currently doing master degree, and the teacher who have completed master degree were about 10,5%.

Table 2. Respondents' Familiarity

Social media	Facebook	WhatsApp	Instagram	Line	Telegram	Skype	Zoom	Google Meet	Other
Frequency	3	2	3	2	2	1	1	1	1
Use	2	9	1	5	7	8	6	7	3
Percentage					5	5			4
									8
									5

Note

The value indicate for Familiarity;

1=unfamiliar, 2=familiar, and 3=Very familiar

Respondents' familiarity were to analyze if they were 1=unfamiliar, 2=familiar, and 3=Very familiar with social



media and *Table 2* presents the summary of the responses. It can be seen that an average Facebook, BBM, Whatsapp, Email get positively dominant result (Facebook = 3.2, Whatsapp = 3.1, BBM = 2.9, Email = 2.85, Youtube = 2.75). The next respondents reported the level of familiarity were Instagram = 2.5, twitter = 1.85, Blog = 1.7, Skype = 1.6. Several respondents reported that they are not familiar with Edmodo = 1.4 and Linked = 1.3.

Table 3. Respondents' Frequency of Use

	F	B	W	In	Y	T	S	B	Li	E	E
o	ac	B	ha	st	o	w	k	l	n	d	m
ci	eb	M	ts	ag	ut	it	y	o	k	m	a
al	o		ap	ra	u	te	p	g	e	o	il
M	o		p	m	b	r	e		dl	d	
e	k				e				n	o	
di											
a											
A	4,	3	4,	3,	3	1	1	1	1	1	3
v	3	,	5	0	,	,	,	,	,	,	,
er		9	5	2	7	3	9	2	5	1	
a					5						
g											
e											

Note

The value indicate for Frequency of Use;
 1=Never, 2=Rarel-less than once in month,
 3=Sometimes-one to three times a week, 4=Often-once a day or more, 5=Very often-everyday

Table 3 showed the result of respondents' frequency in using the social media. The respondents chose the appropriate answer by ticking 1=Never, 2=Rarely-less than once in month, 3=Sometimes-one to three times a week, 4=Often-once a day or more, 5=Very often-everyday. Table 3, Average reported the most respondents visited or use the social media with Whatsapp = 4.5 and Facebook = 4.3 that showed the respondents use social media once or more a day. The second highest frequency use were BBM = 3.9, Youtube = 3.2, Email = 3.1, Instagram = 3.05. The average indicated that respondents' frequency of use one or three times a week. The last types of respondents' frequency of use were Blog = 1.9, Twitter = 1.75, Edmodo = 1.5, Skype = 1.3, and LinkedIn = 1.2, which generally visited less than once in month.

Respondents' Perception towards social media use to improve professional

development and integration in English language teaching as follows;

1. Advantage of social media use in developing the teachers' professional
 - Social media will increase teacher's knowledge in getting more sources or materials in teaching especially ELT.
 - Social media show many new methods of teaching English to improve the ability in teaching
 - Through social media, teachers can share the experience from other teachers to get the solution of problem that they face in class.
 - Social media use as good communication
 - Teachers can always upgrade the skill
 - Teacher can up-to-date the information in professional development
 - Make work is easier, simple and faster

2. Disadvantage of social media in developing the teachers' professional
 - The teachers could not control the time to access social media or waste the useful time.
 - The teachers found many useless articles or issues
 - The teachers could not focus on their work
 - Teachers only copy and paste some articles without thinking deeply
 - There is a porn video and photos.
 - There is hoax information

3. The way of social media integration.
 - Using social media as a tool to find interesting materials
 - By creating class group to facilitate the students to ask everything about the lesson have learned.

- Making a group of discussion (MGMP) to share learning problem in teaching
 - Create Email to share materials
 - Use social media in giving assignment to the student before start the material for the next meeting.
4. The barrier in integrating social media in ELT
- Not all the teachers and students have smart phone
 - Not all the teachers and students use social media
 - Less skill in using social media
 - The limited network or internet connection is not good
 - The price is too expensive
 - School does not allow teacher and student bring mobile to class
5. The teachers' future plan to study.
- The way to integrate social media in ELT
 - Learning to make blog so that the teacher can share their knowledge
 - The way to use social media effectively in teaching
 - Learning research about linguistic, English teaching material, method and technique from kinds of social media that the teachers used
 - The way in integrating edmodo in classroom.

Conclusion

This study was intended to find out (1) How the teacher's familiarity and frequency use of social media, and (2) Teachers' perceptions towards social media in developing their professional and its integration in ELT. A mixed methods approach was used to explore the research questions. According to the finding of this study, it could be concluded that based on grade level, gender, age, length of teaching,

and education background, all teachers were familiar with social media and have used at least one type of social media. The teachers generally support social media although they have got some inadequacies and barriers in implementing social media for their professional development. In addition, the teachers have positive perceptions and always try to find ways to integrate social media in ELT.

The last, future research examine how effectively social media to improve teachers' professional in teaching. Teachers in the EFL field already acknowledge that social media as a tool and for academic or for formal teaching and learning. When teachers understand how social media affects their professional development, they can then utilize social media in ELT classrooms in the proper manner. Therefore, researchers should conduct further studies on how social media is helpful teachers in ELT.

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