FACEBOOK AS A MEDIUM IN ENGLISH LEARNING AS FOREIGN LANGUAGE AT IAIN PONTIANAK

Nurmy A. R.

Faculty of Ushuluddin, Adab and Dakwah
State Institute of Islamic Studies (IAIN) Pontianak
Email: nurmyar84@gmail.com

A B S T R A K

Era modern selalu beriringan dengan fasilitas modern, termasuk fasilitas dalam memperoleh ilmu pengetahuan. Era yang menghasilkan kemudahan dalam kehidupan dengan informasi tanpa batasnya seperti yang diberikan oleh internet. Facebook sebagai suatu aplikasi dalam dunia internet awalnya diciptakan bukan sebagai media pembelajaran, tetapi dewasa ini Facebook telah dimodifikasi dan digunakan sebagai media pembelajaran oleh penggunanya. Tulisan ini bertujuan untuk mengetahui penggunaan facebook sebagai media dalam pembelajaran Bahasa Inggris di IAIN Pontianak, dengan jenis penelitian kualitatif dan metode deskriptif. Data diperoleh melalui interview dengan 30 orang mahasiswa, mencatat, dan dokumentasi di lapangan. Hasil tulisan ini memperlihatkan bagaimana Facebook merubah gaya belajar mahasiswa dalam belajar bahasa Inggris dan betapa Facebook memiliki peran khusus dalam kemampuan berbahasa Inggris mahasiswa, khususnya Mahasiswa Fakultas Ushuluddin, Adab dan Dakwah IAIN Pontianak. Facebook dengan segala kontennya digunakan untuk memperoleh kosa kata baru, serta melatih kemampuan menulis dan berbicara bahasa Inggris.

Kata Kunci: Facebook, Media dan Pembelajaran Bahasa Inggris.

INTRODUCTION

English is one of popular and important languages in this world, so that many people are really interested in mastering it. It could relate us to the people from different countries, which makes people until now are trying to find ways in order to be able at least to speak English well.

In this era, learning is not a monotonous activity, where we mostly spend our time in formal education system and way. Activities in learning, especially in English learning, become more attractive. The globalization era with its components of course holds big role on it. Many media can be used to learn English, such as English movie, English song, or even net-working site like Facebook.

Facebook is the most famous net-working site with various users around the world, from students to workers. Almost all people have Facebook accounts. This is the sign that Facebook is not a strange medium for us. At the first it was just used to connect or to communicate via personal chat (written and video chat), share photos and moment on the wall of users, but time goes and now Facebook is used not only for communication but also to promote product or even to share information (including English material).

The trend of Facebook use in English learning improved as well as the multifunction of this net-working site. Many Facebook accounts post some English materials on their walls to share information about English, start from typing status using English, sharing quotes in English, sharing Speaking materials (via video or words), and everything about English learning in serious and fun ways.

The fact that Facebook provides us the ease of English learning is really interesting for the writer. The Facebook users do not need to spend their time and intentionally prepare themselves to learn this subject (English), but they can get the material directly. Even though they do not plan to learn or study about it, but sometimes it occurs in their notification or their status' history. This makes us open and read it even at glance only. The way of Facebook to treat the users by providing program which possible to modified and explored make people are able to learn English easily is the reason to write this paper under the title "Facebook as a Medium in English learning as Foreign Language at IAIN Pontianak", by taking students at Faculty of Ushuluddin, Adab and Dakwah as the data sources.

WHAT IS FACEBOOK?

Facebook is an application made to connect people, but now the function becomes wider. Besides connecting people or as a tool of communication between people using internet connection, Facebook is also used to share information, share product or even looking for knowledge, especially English.

Facebook is a social networking service and website started officially in February 2004. It was built by Mark Zuckerberg in 2003 with his classmates (Stone, 2006). It is a free-access social networking site that is privately owned by Facebook, Inc. In September 2012, Facebook has over one billion active users. Users may make a personal profile, add other users as friends, and send messages. Facebook users must register before using the site. Users may join Facebook for education user groups. These groups can be for a workplace, school or college, or other interest. The name of the service comes from the name for the book given to students at the start of the school year by some universities in the United States. These books help students get to know each other better. Facebook allows any users who say they are at least 18 years old to become users of the website (Wikipedia).

Bihr & Praus (2008) mention Facebook site is very popular among the people of the world, it is widely used to make friends, share thoughts, chat, market products and campaign. Facebook users are not just students, but also the general public with various types of work. Facebook is a website where you can show information about yourself, and communicate with groups of friends, classmates, etc. (Oxford, 3rd Edition).

Facebook is currently the most popular social networking website. It can be platform for an organization, such as a school or business, which helps members identify each other. It is also a website for members to post their profiles including names, birthdates, pictures, and interests. According to Moir (2010), Facebook and Twitter are considered popular tools as they provide business advantages because they created interactive communities. Red (2009) points out that Facebook is beneficial for both business contact and global communication among Facebook members.

Facebook enables people to create profiles that comprise their personal information. Facebook users connect to other users, called "friends". Each user owns a "wall" that shows the user's up-dates, comments, uploaded photographs, and more. Users can exchange information using the "wall" by sending messages or by using instant chat. Furthermore, users can create online net-works of friends and join

groups of individuals sharing common interests, common ground, or particular themes (Mack, Behler, Roberts, & Rimland, 2007). In addition, it is possible to upload files and to correspond through personal or general messages. With all these features, Facebook allows educational institutions and students to create a central platform for media sharing, communications around social and academic issues, and drawing the community's awareness of certain subjects.

From some definitions on Facebook site above, the writer concludes that Facebook is medium in net-working site which links people with various communication purposes, it requires the users are at least 18 years old and register to have an account.

FACEBOOK IN ENGLISH LEARNING

Nowadays, students from all levels may get information or knowledge easily, they freely to determine their way to learn. This possibility, of course, is the positive side from the globalization and digital era with its borderless effect. The fact that technology drives the human beings to one-stop living and smart facility of live, make social networks, such as Facebook, are perhaps considered one of the most important tools used to keep in touch or share information with peers. Students have an irresistible need to connect with their peers because of the development of these 24/7 accessible technologies (Fodeman and Monroe, 2009).

Therefore, the usage of Facebook can become a habit that may affect the academic performance of students as well as their quality of life. According to Fodeman and Monroe (2009), the usage of Facebook has raised the level of anxiety among students such that they are apprehensive about being without their cell phones for a few hours. Ivan Di Capua (2013) has identified this trend into six categories: initiating and maintaining relationships, learning about others,

recognition, personality and willingness to communicate, social influence, and experience. Facebook seems to be popular, and keeping friendship would be the most important factor.

Years, Facebook has been adopted extensively for educational purpose (Boon and Sinclair, 2009). The social media are computer-mediated tools that allow people to create, share idea, exchange information and pictures/videos in virtual communities and networks through the internet. Social media also is the collection of online communication channels dedicated to community-based input, interaction, content-sharing and collaboration. Social media are becoming an integral part of life online and have enabled changes in the way people live, work, interact and acquire knowledge and learning via the internet. Social media has emerged as a highly useful personal communication technology (Tess, 2013).

Facebook is one of the latest examples of communications technologies that have been widely-adopted by students and, consequently, have the potential to become a valuable resource to support their educational communications and collaborations with faculty (Roblyer et al., 2010). Facebook have become two of the most popular sites on the Web (Maranto & Barton, 2010). Social media can be used by language learners to explore new relationships rather than merely maintaining existing ones, helping to achieve a better understanding of the complex processes of mediation involved in online community formation and maintenance (Harrison & Thomas, 2009). Ivala and Gachago (2012) found that appropriate use of blogs and Facebook groups, if accepted by students as a learning tool, enhance students' engagement in learning activities of an academic nature on- and off-campus.

Facebook can be useful for students in their social life as well as for academic

purposes, as it allows for activities such as getting assistance or sharing notes. Regardless the negative side of Facebook, it really helps the students (moreover for the introvert ones) to socialize or grasp information they need and want in a quite situation, moreover to learn their school's subject, particularly English. Facebook gives the leaners possibility to build their own English environment without meet people in face to face.

RESEARCH METHOD

Bogdan and Biklen in Sugiyono (2010: 21) define qualitative descriptive method is a method that used to analyze and interpret the data in the form of words of picture rather than number. This is also in line with the statement of Ray that note taking is a system for recording information required by using note cards to write down the data findings from source of data (2015: 13). Ibrahim (2015: 10) also argued that paradigm of qualitative is assumption, concept, proposition, or perception on research's way of working which is naturalistic by using subjectivity approach and interpretive and contextual assessment.

Qualitative research is concerned with the descriptions and explanations of social phenomena (Hancock, et al. 2009: 6). Descriptive research method is the method which concerns with describing the characteristics of a particular individual, or of a group or situation (Kothari, 2004: 37). The data source of this research is students of Faculty of Ushuluddin, Adab and Dakwah IAIN Pontianak amounted 30 students, by having interview, taking some notes and documentation in field.

FACEBOOK AS A MEDIUM IN ENGLISH LEARNING

Institutions of higher education around the world began to focus on the benefits of Facebook for educational purposes (Boon & Sinclair, 2009). Facebook was not developed to be a supportive learning environment but it has a potential to be. More and more educational institutions use social networks for academic purposes. Hewitt and Forte (2006) claimed that 33% of the students were of the opinion that their faculty should not open a Facebook account. Some researchers examined the impact of Facebook in the academy and argued that students mainly use the social network to keep in touch with other individuals, with a minimal informal academic use of Facebook for learning purposes (Hew, 2011).

In an empirical study of university students, Kabilan, Ahmad & Abidin (2010: 179-185) find that students do consider Facebook as a "useful and meaningful learning environment that could support, enhance and/or strengthen their learning of the English language" From the perspective of incidental learning, English learning in the Facebook environment is possible mainly because "the technologies that support FB and features that characterize FB are able to engage students in meaningful language-based activities". In addition, Blattner and Fiori (2009: 8) point out that Facebook encourages and facilitates authentic language interaction because it has "unique features that offer constructive educational experiences while maintaining privacy and safety" and that its potential is "growing everyday with new applications".

Moreover, Blankenship (2011) describes how social media impacts higher education literacies, which includes attention, participation, collaboration, network awareness and critical consumption. Interestingly, Violino (2009) states that school administrators believe social networking promotes achievement on campus. Mazman and Usluel (2010) state how users could utilize Facebook for educational purposes. They found that the use of Facebook as an educational tool could be explained by user purposes, along with the adoption of Facebook processes. McCarthy (2010) examines integrating

virtual and physical learning environments to enhance the experiences by emphasizing the use of social media to support learning and teaching in higher education, students were drawn into a university culture that encouraged social and academic interaction between peers.

Based on observations and informal interviews conducted with learners, almost of all learners have a Facebook accounts and are active users. They are used to using media Facebook in daily activities. They take advantage of features that are owned by Facebook like a wall, notes, uploading images and video, and chat. Features that are owned by Facebook can actually be used in learning activities, including learning to write. However, to be able to use Facebook for learning, faculty and students must have a Facebook account. The phenomenon of Facebook use among students is high. With today's technological advances students rarely use textbooks as a means to accomplish these tasks given by the lecturer.

In addition, Chenzi et al (2012: 44) made a study where they integrated Facebook and other social networks into an ESL writing course. They found the different advantages when Facebook and other social networks are used in the ESL lessons. Some of the advantages mentioned are the electronic communication tools allow students to write to the teacher and to each other in ways that will open up teaching and learning opportunities for everyone involved. Using Facebook affects learner motivation and strengthens students' social networking practices. Facebook assists the teachers to connect with their students outside of the classroom and discuss about the assignments, classroom events and useful links. People can share interests, post, upload a variety of media to social networking services so that their friends could find useful information. Students will take responsibility for their works because they have a larger audience when they use social networks; this may empower them and their work and leads to self directed learning.

The findings show that Facebook really helps the students from various department or education background to learn English. Some students, moreover, have more than one Facebook's account. This makes them easy to get the benefit of this Network Site. In using Facebook, students are able to learn English in building their vocabulary, writing ability, and speaking ability.

BUILDING VOCABULARY

Vocabulary is a list or collection of words arranged in alphabetical order and explained; a dictionary or lexicon, either of a whole language, a single work or author, a branch of science, or the like; a word-book (Brainy, 2010). Brown stated that vocabulary as the words which alphabetically arranged can be shown by certainty of discipline, author, book, group and so forth (1993).

Facebook recently can be used to build students' vocabulary. Based on the interview with some data sources about the role of Facebook in their vocabulary building concluded that they are able to build their English vocabulary. It can be seen from the interview with some students about their vocabulary's building through Facebook use, when the writer asked about their English vocabulary's changing.
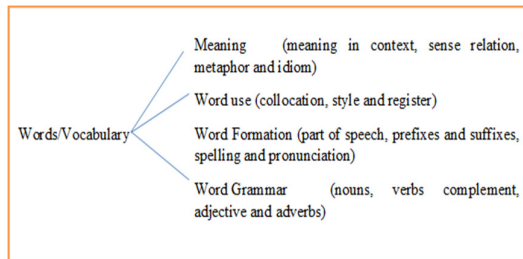
I use Facebook sometimes. If I open my Facebook, besides reading my friends' status I use my Facebook's account to learn English. At least I open Account about English. If I open the account, I get new words. Facebook helps me to get many words in English.

Other opinion is also stated by other sources that:
From the first time I have Facebook until now (4 years), I started to use it as my Learning source in 2016. Since 2016 until now, after I added some Facebook accounts provided English materials I

get many new words. Sometimes I get grammar material. I get vocabulary from sentences, from their conversation, and from grammar itself.

The statements above are in line with Harmer (1991: 158) who summarizes that parts of vocabulary are:

Words/Vocabulary

Meaning (meaning in context, sense relation, metaphor and idiom)

Word use (collocation, style and register)

Word Formation (part of speech, prefixes and suffixes, spelling and pronunciation)

Word Grammar (nouns, verbs complement, adjective and adverbs)

In the Facebook environment, the students are given the freedom to manage their own learning of vocabulary, where they explore and view the links (online dictionary) and the instructional videos on their own and during their own free time. The presentation of authentic input is made more comprehensible with authentic images and settings of the world. Students are not only presented with authentic use of English words, but also with original means to deal with the authentic language (i.e. words), produced in communications by proficient and competent users of the language (including both native and non-native speakers).

Some studies carried out in Asian countries and Australia sustain that the use of social networks for educational purposes has more advantages than disadvantages. In Malaysia, AbManan et al (2012: 1) found that Malaysian teenagers spend a lot of time outside of class using social networks. Since English is the language commonly used in these websites, the writer found that there are potential benefits when using a Facebook in teaching English.

The fact that Facebook contains things in English and there are some accounts provide the English learning as British Council, Aunty Acid, etc. of course give positive effect on their English vocabulary building. Herewith some examples of accounts used by the students.

Picture 1
Aunty Acid Account

Picture 2
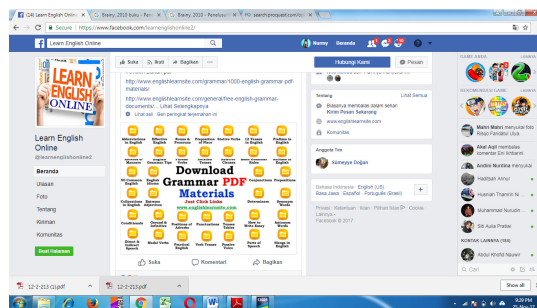Learn English Account

Picture 3
British Council Account

Facebook in Students' Writing Ability

The surveyed population, young adults born in the 1990s or later, are typically referred to as the *i*Generation for their consistent and simultaneous use of technology (Mills, 2011: 345-347). ESL instructors may take advantage of the learner's appeal for technology and tap into computer-mediated communication to increase language production, encourage target language use, increase students' and

willingness to communicate, and decrease teacher's dominance and language learner anxiety. Extending the learning process outside of the classroom can only bring out more and more positive results since it is a means for the learner to be immersed in foreign language acquisition while doing something that he feels fondness for.

Regarding the writing ability, Facebook gives the opportunity to students in order to practice it. Nowadays students are born in technology era with lot of interest in it and we cannot ignore the positive and negative impacts occur at the same time. For the positive side of technology seen when it helps for the improvement, such as in writing ability of students. Some ways used are; writing or typing status on their wall and give respond to others' in English. When they give their comments sometimes they use English. This is their effort to practice their writing ability. Their ability in composing the sentences as their statement "sometimes we share information and we should give feedback". Another way also applied by having personal chat/conversation with their friends and teacher or lecturer. In this part, the students are freely to explore their feeling or well-known as "*curhat*" (in Bahasa Indonesia) to their friends who deal to use English with them or do the writing task from the lecturer via personal chatting in Facebook application.

Picture 4
Learn English Online Account

The question may appear is how they do it or when they make it? It becomes public understanding that the students spend the half of the leisure time in using social networks like Facebook. Students, especially in FUAD, use Facebook as a social media to chat and share photos, videos, general knowledge, fashion, journals, which have useful information, and sometimes they use English language. Besides that, there are some students who have friends from abroad and they usually chat in English (no wonder the nation). In all languages speaking is primary, but writing form is also important as speaking.

Social media like Facebook has lot of ways to develop the learners' writing, because Facebook has lots of space to express the learners thought. Students have accounts in Facebook; they think Facebook as a space for comments about any political and social issues. These kinds of activities are all made to develop their writing style. Especially in English language writing, this social network chatting develops the students writing skill. Such activities are all more interesting to the students. The teachers may also use such chatting tool to develop the students writing skill. The teachers or lecturer should be a part of this activity.

The use of Facebook in students' writing ability strengthen by Grade and Robert B. Kaplan (1998: 6) who stated that writing is a technique, a set of skill that must be practiced and learned through experience, and writing must be practiced and learned through experience. It can be said that one of the functions of learning media is as a learning tool (Arsyad, 2004: 15) that influence a situation, condition, and the learning environment in order to achieve the learning objectives that have been created and designed by the teacher. Hamalik (1996: 46) argues that the use of media in the learning process will be able to generate new desires and interests, and to encourage motivation and stimulation of learning activities, especially writing skill.

FACEBOOK IN STUDENTS' SPEAKING ABILITY

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill. As Rivers (1981) argues, speaking is used twice as much as reading and writing in our communication. Speaking has usually been compared to writing, both being considered "productive skills", as opposed to the "receptive skills" of reading and listening.

Speaking also is closely related to listening as two interrelated ways of accomplishing communication. Every speaker is simultaneously a listener and every listener is at least potentially a speaker (Oprandy, 1994: 153 & EL Menoufy, 1997: 9). Speaking has been classified to monologue and dialogue. The former focuses on giving an interrupted oral presentation and the latter on interacting with other speakers (Nunan.1989: 27). Speaking can also serve one of two main functions: transactional (transfer of information) and interactional (maintenance of social relationships) (Brown and Yule, 1983: 3).
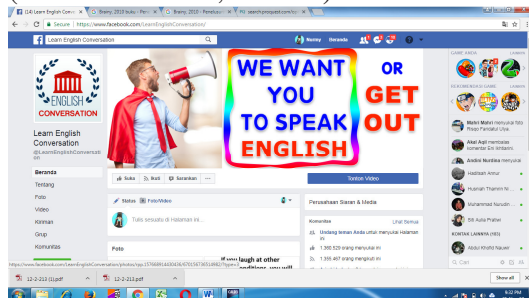
Picture 6
English Conversation Account

The role of Facebook in students' speaking skill seen when they (students who have Facebook account or Facebook users) make friend with people from overseas or watching video in English language provided in their or their friends' accounts. Even though the writer did not research on all components of speaking specifically, but from the data sources concluded that their speaking ability is in line with their vocabulary building and writing skill. The learner can hardly understand anything at all, unless they have conversation about things the learner concerns, or unless the language being learned is closely related to language the learner knows.

Through activities of chatting or watching video, the learner can internalize some vocabulary and some grammatical structures, which will help them to understand and when they know enough to actually converse in a simple way. The result of getting familiar with Facebook activity that the learners have acquired enough of the basic function of language in real communication situations in a halting way. In real communication situations the learners may have with their native friends, directly or indirectly influence their skill in speaking at least in pronouncing the words.

CLOSING

Facebook is a well-known networking site with many users around the world. It is not a means to study or learn. People use it not only to communicate or socialize with their friends, family or even make new friend, but also as a medium to learn, especially English learning. Some students at Faculty of Ushuluddin, Adab and Dakwah use some possibilities or facilities in Facebook to build their English vocabulary, writing skill and speaking skill by having personal chatting with their friends using English, reading account which provide English materials, or making friend with people abroad.

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