

FACEBOOK IN AN ENGLISH GUIDED SELF LEARNING CLASS

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ABSTRACT

The use of technology especially the Internet in language teaching and learning has become more popular nowadays since it is more interesting and effective. Nowadays, since almost every person has at least a gadget connected to the Internet, the teaching learning is possible to be carried out outside the classroom in the way of autonomous learning. Language learners are likely to look to computers and the Internet for resources of learning. By applying the Internet as the type of learning, students are exposed to optimize the use their gadget connected to the Internet. This type of learning was also applied for Binus pre-university students learning English Smart Program in GSLC (Guided Self Learning Class). Based on the background, this paper aims to explain what GSLC is and describe how Facebook as the Internet social media can be used for supporting GSLC. There are many advantages the students and the lecturer get from using this media in GSLC. From result of the questionnaire, FB is affective to support them in learning. In conclusion, Facebook can be used to support the GSLC activities.

Keywords: *The Internet social media, Facebook, autonomous learning, English GSLC*

ABSTRAK

Penggunaan teknologi, khususnya Internet dalam pengajaran dan pembelajaran bahasa telah populer akhir-akhir ini karena makin menarik dan efektif. Sekarang, karena hampir setiap orang memiliki setidaknya satu alat yang terhubung dengan Internet, pembelajaran mengajar mungkin dilakukan di luar kelas dengan cara pembelajaran mandiri. Pembelajar bahasa cenderung untuk melihat komputer dan Internet untuk sumber daya pembelajaran. Dengan menerapkan Internet sebagai jenis pembelajaran, siswa dihadapkan untuk mengoptimalkan penggunaan alat mereka yang terhubung dengan Internet. Jenis pembelajaran ini juga diterapkan untuk mahasiswa Binus pra-universitas yang mempelajari bahasa Inggris di Program Smart GSLC (Guided Self Learning Class). Berdasarkan latar belakang, artikel ini bertujuan untuk menjelaskan GSLC dan menjelaskan bagaimana Facebook sebagai media sosial Internet dapat digunakan untuk mendukung GSLC. Ada banyak keuntungan yang diperoleh siswa dan dosen dari menggunakan media ini dalam GSLC. Dari hasil kuesioner, FB afektif untuk mendukung siswa dalam belajar. Sebagai simpulan, Facebook dapat digunakan untuk mendukung kegiatan GSLC.

Kata kunci: *sosial media Internet, Facebook, pembelajaran mandiri, GSLC bahasa Inggris*

INTRODUCTION

Since technology develops rapidly, all things change, including the way the students learn. Some years ago, teaching learning of language used the conventional ways in which students and teachers had to attend the classroom. On the contrary, nowadays, since almost every person has at least a gadget connecting to the Internet, the teaching learning is possible to be done outside the classroom in the way of autonomous learning. As it was cited by Benson in Brown (2001) language learners are likely to look to computers and the Internet for resources of learning. By applying the Internet as the type of learning, students are exposed to optimize the use their gadget which is connected to the Internet.

Through the Internet, students can get thousands of resources which sometimes are more interactive than the classroom activities. Through the Internet also, students can communicate and interact with no-limited people around the world. Therefore, the Internet social media can be used as a communication tool for a teacher and students including in learning the language. To explain what a teacher can do with the Internet social media to support the student's achievement in language skills is one of the objectives of this paper. The other is to describe the students' activities in guided self learning class (GSLC) through this social media as well as the effectiveness of using it in language teaching learning.

Theoretical Framework

Technology in language learning has been used since 1950s in language laboratory (Brown, 2001). In this language laboratory, students got drills, listened to the audio of the native speaker voice. It means that the effort of using the technologies in language learning has been developed. Following, CALL (computer assisted language learning) was developed to accommodate the language learning. It had many advantages such as the fun factor, variety in resources available and learning style used and individualization in a large class (Warschauer, 2000).

In teaching learning, according to Brown (2001) this technology has some benefits. Some of the benefits are (1) a collaborative project in which students can do the same project, (2) a peer-editing of composition which enables the students to have opportunity to check others composition, (3) email which enables students communicate personally with the teacher, and (4) reinforcement of classroom material which enables students to share opinion about the material learned in the classroom. Looking at those benefits, the use of technology especially the social media in the Internet can be applied in teaching learning activities especially outside of the classroom activities which encourage students to be autonomous learners.

GSLC (Guided Self Learning Class) is one method used in Binus University to support students' autonomous learning. Autonomous learning relates to the learners' ability or capacity to take charge of learning individually and cooperatively (Ying, 2012). By using this method students are invited to do individual projects or group projects which are done outside the classroom but is guided by a lecturer through Binusmaya, a web for Bina Nusantara students and lecturer in a teaching learning process. All Bina Nusantara students and lecturers can access a website called Binusmaya for supporting teaching learning activities in which all communication, assignments, and materials can be uploaded and downloaded in this web. However, since Pre-University students have not had the access to this web, there was an urgency to use a tool to support the teaching learning activities especially for GSLC activities. Then the Internet social media, the very familiar one called Facebook, is then used to replace Binusmaya.

Facebook, by some measurements by The New York Times (11 October 2012), is the most popular social network with 175 million active users worldwide, and one of the fastest-growing and best-known sites on the Internet today. This media is also applied friendly in the mobile phone, which enables the users to access it wherever and whenever they are. It means that there is no limitation of the users to communicate through this social media at the time it is needed.

RESEARCH METHODS

GSLC was also applied to Pre university students of Bina Nusantara University in the academic year of 2012/2013. These students were the ones who joined a special program called Smart Class which all the courses in the university are delivered in English. To prepare them facing the courses in English, they had to join Pre university class, a type of an Intensive English course, to prepare them to be ready for the university courses. Those whose pretest scores equal to 475 – 499 PBT TOEFL had to join 200 hours English Intensive course, and those whose scores are over 500 had to join 100 hours. There were two classes in smart program 200 and two classes smart class 100. In this paper, only one class is used as the example, called class C smart program 100.

During the course, the lecturer used two types of teaching learning methods, F2F (Face to face) in the classroom and GSLC (Guided Self Learning Class) outside of the classroom or in the laboratory. The activities in the classroom were lecturing, group discussions and presentation while in GSLC activities there were three different ways; individual projects, group projects and lab works.

The students in this class were asked to open a new group in Facebook and named the group. They were asked to invite the lecturer in the group. All GSLC information was uploaded or informed through the wall of the group. Therefore every member should access it and communicate it whenever necessary.

All assignments were in the type of reading and writing, while speaking was not the one to point out. Speaking was only used to communicate in chatting when they had problems. Students had to upload their individual projects and group projects on this group wall so every member in this group could give comments. The lecturer gave comments too, when it was necessary or when the topic needed to be discussed in the wall. When the lecturer found out that the material was very important to discuss, the lecture move the method into F2F for better explanation.

At the last session, a questionnaire was sent to all students to figure out whether FB was effective and interesting enough to support them in learning English especially in GSLC and lab work.

RESULTS AND DISCUSSION

As it is mentioned previously that there were three types of GSLC activities which support the autonomous language learning; individual work, group project and lab work, here is the detail of their activities.

Individual work

Individual work refers to the activity of each student to do the task given by a lecture. The tasks given were reading and writing. In reading, the lecturer gave an article to read and they discuss the topic or the grammar used in the text. They had to give their opinion and idea on the wall post and other should give comment, add more information and argue whenever they disagree with the others opinions.

Group Project

Group project refers to the activities in which the classroom was divided into four small groups. Each group had to do a specific project such as the idea of ‘go green’. Students were asked to create art work by using the second used material or rubbish and write the easy of the project to be uploaded in the Internet Social Media.

Lab work

Lab work refers to the activities of students in the laboratory. The lecturer lead the class but all students work in each PC connected to the Internet. They were given tasks to read two articles from the Internet and then write their review on the two articles and their opinions toward the content of the article.

How the Internet Social Media Support GSLC

In each of the activities in this social media could give a lot of supports. In individual work, this media can be used as the means of communication among the students and the lecturer. If the questions were very personal, option personal message was used. In this case, the students felt free and safe to communicate with the lecturer about their problem especially in English language achievement problems. If the questions were general that all students should know, the students could write it on the wall, then the lecturer could give more information to all members.

In this type of project, the lecturer gave deadline of the project should be submitted. Since the Internet became sources of learning, the lecturer chose good reading material for the students. After they read the material, they had to write their idea about the article and add some more tips. By adding some more tips, other students can learn something from the other. The lecturer also asked them not to copy others, which means that they had to add some more tips which were different from others. Therefore they had to read others first before they wrote their opinion. It made the student try to make the assignment fast and uploaded first because they did not want to find other ideas than the ones which had been uploaded by others.

Figure 1 is an example of a lecture communicating to the students for an individual project.



Figure 1 Example of assignment to do for individual project

In group project, this social media could support the way of communication inter group, among the group and with the lecturers. They could communicate one another through this media. It also could be used to upload their project and their writing.

This project was a 'one week project'. Therefore, during a week, they had to communicate one another to finish it. They also could communicate with the lecturer through Facebook message tool or chat room. All communication in each group was in English. It really exposed them to use English even in casual conversation to create the art work. Figure 2 and 3 are the examples of intergroup communication and the result of the group project.



Figure 2 Example of intergroup communication

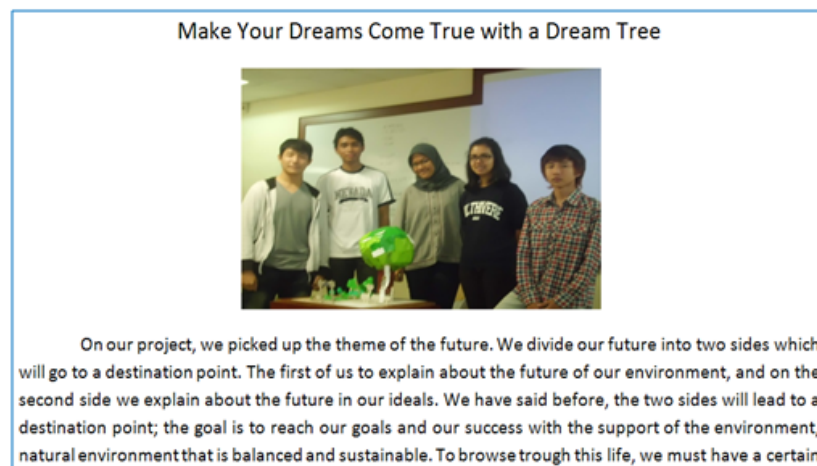


Figure 3 The result of the group project of "GO GREEN"

In the laboratory, when they did their reading and writing project, they were not allowed to make any noise in the room or talk with their friends. When they had question they had to ask it through the chat room in Facebook. Therefore they were asked to be online in this media. If the questions were general, the answer and information were written on the group chatting room but if the questions were about personal questions, the answers were written on the student asking question personal chat room. Figure 4 is the example of personal chat when they did lab work.



Figure 4 The example of a chat room in a lab work

The Advantages of Using Facebook

The teaching learning method used by the lecturer should give some advantages for both the students and the lecturer. By using Facebook, the Internet social media, there are some advantages could be gained although some people still think that this social media is not a formal one and not an academic tools for school life and some others still think that it gives bad influences.

There are some good points to use Facebook in GSLC activities. First is reducing the use of papers. As all people know that classroom activities normally need papers for students' assignments, projects and other activities. By using the social media, fewer papers are used in supporting the teaching learning activities. Students do not need to write any assignments on a paper but directly on the wall of the media. It also supports the whole world concern of go green campaign.

The second one is that this media is very effective to make the students do the tasks on time. Since this media is supported with the time of uploading, the lecturer can easily check the time when the students upload the material whether it is before the dead line or after it. Moreover, the effectiveness of this method is every student has mobile phone on hand connected to the Internet. It enables the students do their tasks anywhere and anytime. They do not need to be in a specific place to do it.

Third, this method is also a fun way for students since young generation now can be called 'gadget persons'. It is easier to ask the students to do the tasks through their mobile phone connected to the Internet and social media than ask them to do their task of writing in a piece of paper.

The Fourth advantage is that every student in the group can access others' work especially in writing. It can reduce the 'copy cat' or plagiarism since the writing is uploaded in social media which means it is easier for the lecturer to check whether the students copy-paste from the Internet resources. Besides, it can give the opportunity for each student to do peer correction. They can just open their fun Facebook to read others' writing and give the comment or have more idea or information from others works.

The next one is the most useful one for the students. They had to communicate all in English. It exposes the students to use English in both casual communication in chatting and formal one in doing their writing task. The last advantage of using this media is that it is easy and fast for the

lecturer to give information or task to do to the students. Since every student in the class is connected to the Internet through their mobile phone, in a minute they will get the information.

The Effectiveness of Using FB in Learning English

To find out effectiveness of using FB, a questionnaire was sent to the students. From class C, there are sixteen students answer the questions. However from these students, it has given the idea whether the students make use of this application to support them to learn English.

There were four main areas of question based on the activities they learn. The first area is the individual activities in GSLC. There were six questions including getting information, the easiness of uploading the tasks, peer learning, and communicating with the lecturer and friends. Students have to choose five choices whether they strongly agree, agree, neutral, disagree and strongly disagree. To make the calculation easier, the five options are reduced into three categories, agree shown by the blue bar, neutral shown by the yellow bar and disagree shown by the red one.

Individual Works

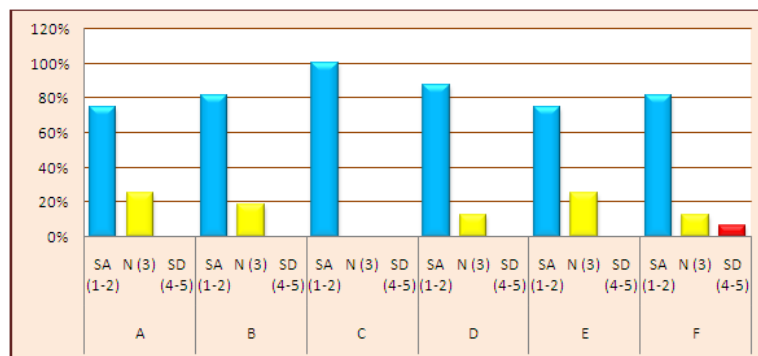


Figure 5 Question 1 FB for Individual activities in GSLC

From the result of the questionnaire for individual activities in GSLC, it can be concluded that almost in all area, they agree that Facebook supports them to get information, communicate with instructor and friends easily. Almost in all items, more than 50% agree, especially on the C items, which asking whether they could upload the tasks easily, 100% agreed with it. Only on the last item less than 20 percent disagree that they could not read the instruction clearly while more than 80% agrees that they could do it easily. Therefore it can be concluded that Facebook support the students in doing individual task easily.

Group Project

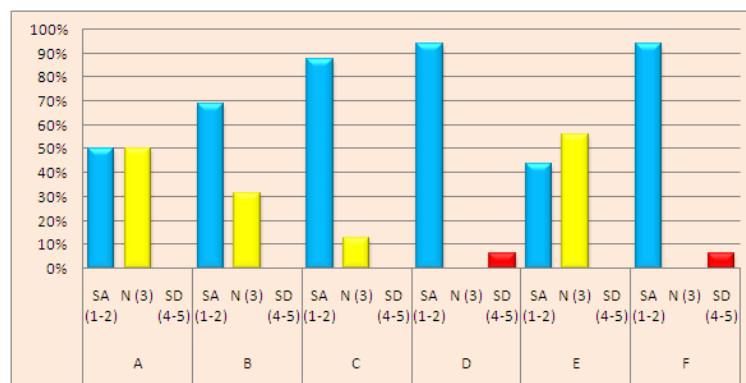


Figure 6 Question 2 FB for Group activities in GSLC

From the chart of group work questionnaire, it can be gained some explanation as follows: almost all of the result shows that they agree that Facebook support their group work by uploading, communicating with friends in their group and instructor. More than 50% agrees that they can make use of FB in their project. Only few students and less than 10% disagree with the point asked, especially for question D whether they could learn from their group project uploaded and whether they could get information easily in the group. In this area of question, it can be concluded that Facebook supports them to do their group project.

Lab Work

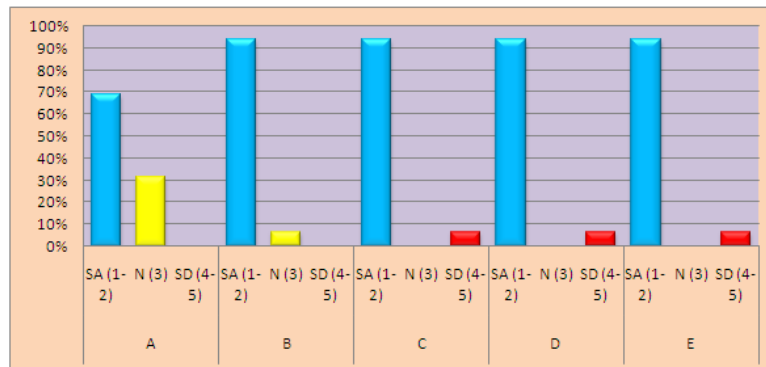


Figure 7 Question 3 FB for my laboratory work in GSLC

In lab work activities, the result of the questionnaire is almost the same with the individual work and the group work. In all area of questions, more than 60% agree that they can use Facebook to support they lab work. Some are disagree, however the percentage is only a little and less than 20%. Easily it can be concluded hat Facebook support their lab work in GSLC.

Feeling about Using Facebook in GSLC

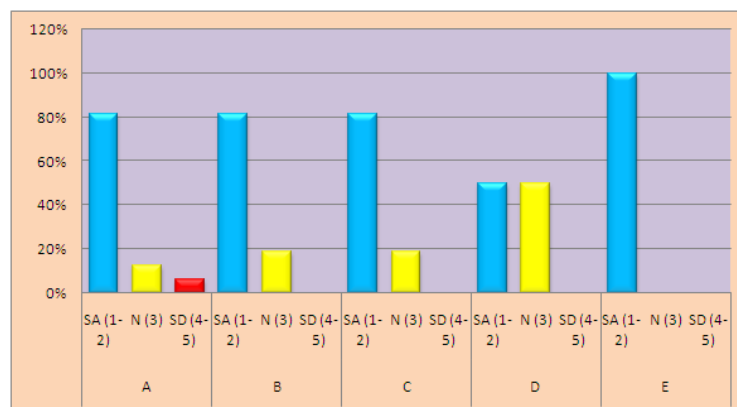


Figure 8 Question 4 FB for my GSLC activities

This questionnaire is mainly asking about the students feeling by using Facebook to support their GSLC activities in general. The question is about their whether they found it easy to use Facebook, whether they were interested in and happy using FB, and whether they felt proud that pother person like their works or their curiosity to read other’s work to give them some inspiration. From the table it can be seen that, more than 50% in all ahead of questions agree to have god feeling

toward the using of Facebook. Especially in the last question whether they are curious to know other work in positive way, in which they can learn from other students. It can be gained the conclusion that students are happy to use Facebook in GSLC and support their learning.

CONCLUSION

Some people think negatively of the use of Facebook since in some media there are some bad things happened after using this social media. Moreover some teachers think that this media is not good to be used in for teaching and learning. However, by having the discussion about the advantages of using the media, and the students' opinion about how Facebook support their activities in GSLC through the questionnaire, it can be concluded that Facebook media can very effective to support the teaching learning of English outside of the classroom.

The effectiveness of using this social media depends on the way how the lecturers or the teachers make use of it. Not only preparing the tasks well and fun, the teachers or lecturers have to control the use of this media in the group in order all of the users in the group get more advantages in teaching and learning.

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Questionnaires

The use Facebook for supporting GSLC for smart 100 English programs

Class: C

Program: 100

Student's ID: _____

Direction: Please state the extent to which you agree or disagree with the following statements, where 1 is **Strongly Agree** and 5 is **Strongly Disagree** (tick one per statement).

Question 1 FB for Individual activities in GSLC					
Through FB,	SA				SD
	1	2	3	4	5
A. I could get the information for my individual task easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. I could communicate with my instructors easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. I could upload my task easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. I could learn from my friends' task uploaded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. I could communicate with my friends easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. I could read the instructions for my individual tasks easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 2. FB for Group activities in GSLC					
Through FB,	SA				SD
	1	2	3	4	5
A. I could get the information for my group tasks easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. I could communicate with my instructors easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. I could upload my group task easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. I could learn from other groups tasks uploaded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. I could communicate with my group members easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. I could read the instructions for my group tasks easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 3 FB for my laboratory work in GSLC					
Through FB,	SA				SD
	1	2	3	4	5
A. I could ask the information to my instructor easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. I could communicate with my instructors easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. I could upload my task easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. I could learn something from others' tasks uploaded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. I could read the instructions for my tasks easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 4 FB for my GSLC activities					
Through FB,	SA				SD
	1	2	3	4	5
A. I found it easy to get GSLC assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. I found it interesting to use FB for this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. I found it happy to upload my task in FB.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. I found it proud when my friends like my work uploaded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. I found it curious to read my friends' work in which I could learn something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix 2: Result of the calculation

NO	Student ID	QUEST	AGREE - DISAGREE						NO	Student ID	QUEST	AGREE - DISAGREE					
			A	B	C	D	E	F				A	B	C	D	E	F
1	1601238743	1	2	2	1	3	1	1	9	1601215790	1	1	2	1	1	2	2
		2	3	3	3	2	3	1			2	1	2	1	2	2	
		3	2	2	2	2	2				3	1	1	2	1	2	
		4	3	1	2	2	1				4	2	2	2	3	2	
2	1601225974	1	2	2	1	2	3	1	10	1601259123	1	3	2	1	1	2	1
		2	2	2	1	2	3	1			2	3	2	1	1	1	
		3	2	2	1	2	2				3	3	2	1	1	2	
		4	2	3	2	3	1				4	2	3	2	3	1	
3	1601252161	1	2	1	1	1	2	3	11	1601211571	1	2	3	1	1	1	1
		2	3	1	1	1	2	2			2	2	3	1	1	1	
		3	3	2	1	1	1				3	2	2	2	2	2	
		4	2	2	3	2	2				4	1	1	1	2	1	
4	1601228181	1	2	1	2	2	3	2	12	1601238743	1	2	2	1	3	1	1
		2	2	1	2	2	3	2			2	3	3	3	2	3	1
		3	2	2	2	2	2				3	2	2	2	2	2	
		4	1	1	2	3	1				4	3	1	2	2	1	
5	1601218893	1	3	1	2	2	2	2	13	1601225974	1	2	2	1	2	3	1
		2	3	1	2	2	3	2			2	2	2	1	2	3	1
		3	3	2	2	2	2				3	2	2	1	2	2	
		4	1	2	2	3	2				4	2	3	2	3	1	
6	1601220840	1	3	2	2	1	1	4	14	1601252161	1	2	1	1	1	2	3
		2	3	2	2	4	3	4			2	3	1	1	1	2	2
		3	2	1	5	5	4				3	3	2	1	1	1	
		4	4	1	3	2	1				4	2	2	3	2	2	
7	1601211571	1	2	3	1	1	1	1	15	1601228181	1	2	1	2	2	3	2
		2	2	3	1	1	1	1			2	2	1	2	2	3	2
		3	2	2	2	2	2				3	2	2	2	2	2	
		4	1	1	1	2	1				4	1	1	2	3	1	
8	1601218962	1	2	3	1	1	1	1	16	1601218893	1	3	1	2	2	2	2
		2	1	3	1	1	1	2			2	3	1	2	2	3	2
		3	2	3	2	2	2				3	3	2	2	2	2	
		4	1	1	2	1	1				4	1	2	2	3	2	