Social Media in Classroom: The Use of Facebook in Foreign Language Learning

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Abstract. It has been commonly and scientifically noticeable that today's students are closely attached with internet, a cutting-edge invention of technology. They, who are so-called net generation, are progressively connected through social net-working sites such as Facebook. This condition should not be seen as the barriers but should be benefited as a chance to create attention-grabbing atmosphere of classroom, including foreign language class. It is true that social media has some downsides but there have been many studies revealing that Facebook can be utilized as learning media. In language instruction, it can be set in both native and foreign language. By Facebook, the teacher is able to facilitate discussion among students of target language equipped with culturally relevant materials. This paper attempts to comprehensively discuss some aspects of the use of Facebook in foreign language learning: method, material, and strength and weakness.

Keywords: Facebook, foreign language learning, social media

1 Introduction

The widespread of internet significantly affects almost all aspects of lives including in the field of education. The internet is a priceless source of information for students and a tool to enhance their productivity (Metzger, Flanagin & Zwarun 2003; Kirschner and Karpinski 2010). This has made students to be heavy users of the internet compared to the general public (Ni, Yan, Chen, & Liu, (2009); Judd and Kennedy 2010). In Indonesia, at least 30 million children and teenagers in Indonesia is internet users, and digital media today become the main choice of communication channels they use. The study found that 98 percent of children and teenagers are surveyed knew about the Internet and that 79.5 percent are internet users (Kemenkominfo, 2014).

In this globalized era, which is full of digital tools, learning can be done directly or through social media. For todays' young learners, so-called digital natives, social media is something very close and familiar with their everyday lives. This is in line with what Dermott (2013, p. 2) stated that the digital natives grow up and are surrounded by technology and became accustomed to using new media throughout their daily lives.

Despite the availability of technology and internet, there has been much debate over the use of computers and the internet in foreign language teaching over the past few years (Isisag, 2012, pp. 1-5). Thus, since there is a number of different social media, it is important to classify the social media tools according to their purpose, benefit and characters. Therefore, when it comes to use the social media in instructional activities, the teachers could select

appropriate and effective tool. The classification of social media is illustrated in the following landscape taken from https://fredcavazza.net.

Figure 1. Social Media Landscape 2017

The figure illustrates that social media has different and specific function. For example, blog and wordpress is used for publishing; instagram and youtube for sharing; zynga and playstore for playing and so on. Besides, facebook, twitter and google are the tools that cover some of the functions. Why do the teachers need to make it suitable between the social media and the students' needs? Certainly because internet is not only beneficial but, in the same time, also disadvantageous. . To illustrate, Kahari (2013, p.5) revealed that cell phone with the internet affects the academic related problems includes decline in study habits, drastic drop in grades, missing classes and poor integration in extracurricular activities. However, some others place social media, such as facebook (Vandoom , 2013, pp.1-14), twitter (Bista, 2015, pp. 83-102), and youtube (Albantani & Madkur, 2017, p. 291), in a great value to instruction.

Facebook as stated by Terantino and Graaf (2011, p. 44) can stimulate teamwork through target language discussions, status updates, comments, and questions. Students can discuss a photograph or video or can ease an activity in which they depict in the foreign language a certain place, person, activity, etc., and other students try to presume what it is. Instructors can also create hypothetical events in the target language country and design a discussion around the students' anticipation before, experiences during, and thoughts after attending the event. These types of collaborations can encourage a sense of relationship and community between the students allowing for a richer and more appealing learning experience. In this manner, Facebook allows for multi-dimensional conversation, both among students and between students and the instructor.

2   Methods

This qualitative study employed case study approach since it was focused on investigating certain phenomenon, in this case, the use of facebook as the media of foreign language

teaching. The data was collected by using documentation, observation and interview. Then, to analyze the data, Miles and Huberman's interactive model was used. The study was carried out in the Arabic language classes at two departments, namely Physics Education department and Education Management department at Syarif Hidayatullah State Islamic University Jakarta.

3 Discussion

3.1 Facebook in Foreign Language Learning: The Implementation

Based on the observation conducted in the Arabic language classrooms, in facebook-based learning, the teacher created a fanpage or group related to the language that they teach. Here, the lecturer made the account "Belajar Bahasa Arab" (as can be seen in figure 2), which literally means "Learning Arabic Language". Subsequently, the lecturer invited all of his students or others he considered suitable with his requirements.

Figure 2. A fanpage for Arabic language learning

What the students need to do was first to register to get into the account, then learners logged in through facebook account respectively. This step was for the students who had not yet had an FB accoun. Afterwards learners could already follow the online class on facebook and see Arabic language materials that had been provided in the fanpage. Furthermore, learners could access the new materials uploaded by lecturer each week. Furthermore, the students also could ask for questions about the materials that had not been understood and known through their facebook account. They could also share or discuss with other students to understand each other.

The implementation of learning Arabic language through this media is not much different from other medias like google classroom which is useful to facilitate the students and lecturers in the instruction process because of the direct and clear communication links, especially communication about the assignments and materials delivered (Rozak & Albantani, 2018: 100).

In the classroom, the instruction began with the lecturer's explanation of the semester lecture plan for students. Then, the lecturer divided the students into groups consisting of three to four students. Each group made their respective papers. At each meeting every week, groups that were scheduled for presentations would present to the class about their papers.

Usually, the speaker read a number of Arabic conversations and other students repeat the conversation.

In addition to presenters who will read Arabic conversations, they also explain a little part of materials such as about *fi'il*, like *fi'l madhi* and *fi'lil mudairi*'. After enough, the lecturer took over the class and explained to the students about the material that had been conveyed by the group. The session continued by question and answer in which the lecturer would randomly call two to three students to come forward and answer the questions about the materials that was explained...

3.2 Teacher's Role in Facebook-Based Instruction

Involving ICT in instructional activities need to pay a big attention to the teacher component. In fact, using FB is not always easy for some teachers. Therefore, a step-by-step learning to use the technology and integrate this application to curricula is necessary (Mundy, Kupczynski, & Kee, 2012: 1). Fortunately, the Arabic language lecturer in the two departments was already familiar with social media. He said that he had known some social media such as facebook, twitter, whatsapp, and, the latter one, instagram.

As the media that is expected to be part of a process of teaching and learning in schools, the internet with facebook facilities should be able to provide support interactive communication process between teachers with participants educate as required in a learning activity. Conditions that must be supported by the internet is mainly related to learning strategies that will be developed, can be interpreted as a communication activity conducted to invite the students to do the tasks given by the teacher.

Based on the observation in the Arabic class, the lecturer engaged the students to talk to Arabic native speakers. Needless to say, this was highly meaningful because one of the best way to learn a foreign language is by directly talking with its native speaker. Through the internet with facebook facilities, teachers and learners could communicate with native speakers, teachers can also participate in discussion forums, and so on (Alfaki & Alharthy, 2014: 1-10). As a result, they were able to obtain different learning and interesting and apply it to the students either in giving tasks, applied to learners.

Moreover, not only the lecturer and the students who were possible to be on facebook site, but also parents and friends even up with people who have more expertise in Arabic language and they also have facebook account and create a discussion group about learning Arabic language. By doing this so, parent also took a part in monitoring the learning process of children because they could also be a teacher who controlled and prevented their children from the inappropriate use of facebook. In other words, the role of parents and friends was also very necessary in the learning process of learners.

The other role of the teacher was maintaining the students' motivation in their learning. As it is commonly known, when the students get bored with the atmosphere, media or materials in their classroom, they tend to be less motivated. Thus, facebook, as well as other social networking, inspired the teacher that learning was a dynamic action. He stated that today's technology enabled him and other teachers to keep transferring their knowledge at anywhere and anytime. In observation of this study, in teaching the students through facebook-based learning, the lecturer was able to influence the learners in understanding the material that he gave. Facebook was proven workable to attract the students to learn and improve their Arabic skills. Their enthusiasm then led in their higher motivation in learning Arabic language.

3.3 Facebook-based Learning Materials

Based on the needs analysis on the students, the lecturer designed a foreign language learning model applying facebook as the media. The underlying reason was that the nuances of the model were directed to a computer system that interacts and the learner focuses on listening, noting, revealing, responding, doing the exercises, by themselves they would know for themselves the level of ability they have based on the score issued by the computer system, or based on facebook. The materials are related to listening ability, speech and reading skills equipped with audio that help learners to know how to pronounce, how to read and intonation was good and correct (Ritonga. Et.al., 2016: 6). In the case of this study, the materials of the instruction shared in facebook:

Table 1. Facebook-Based Learning Materials

Skills	Materials
Vocabulary	- Pairing new words with appropriate context.
	- Mentioning the new vocabulary that matches the image.
	- Completing the existing sentence by selecting the words that has been provided with appropriate and appropriate.
Listening	- Identifying the sound of the vocabulary being played
	- Identifying the sound of the sentence being played
	- Selecting the available answers according to the questions that are played
Speaking	- Questioning in pairs by using the question word available.
	- Questioning in pairs in conversation like the example provided.
Reading	- Reading letters as well as intonation correctly and precisely.
	- Stating the true or wrong sentences that have been provided in terms of its meaning.
	- Answering questions about reading text content
Grammar	- Differentiating forms of part of speech such as noun, verb, adjective, verb, conjunction and so forth.
	- Making examples of basic structure of sentences such as subject, verb/predicate, object, adverb and so forth.
	- Composing a sentence that contains the functions of the word.
Writing	- Putting words or random phrases into a perfect sentence.
	- Completing the available sentences by choosing the appropriate phrases.
	- Adjusting paragraphs or sentences provided with some pronouns in accordance with the rules

To match between the materials provided in facebook and instruction topics, the materials given were suited with the topics discussed each week. To make an example, when the topic was about daily conversation, the materials provided in facebook were also related to this discussion (e.g.: figure 3).

🔒 facebook.com

Belajar Bahasa Arab
September 4 at 9:58 PM · 🌐 ···

Kosakata percakapan

1. Apa yang telah terjadi? = مَا الَّذِي حَدَثَ ؟
2. Siapa ini? = مَنْ هَذَا ؟
3. Apakah ini? = مَا هَذَا ؟
4. Bagaimana keadaanmu? = كَيْفَ حَالُكَ ؟
5. Berapa harga mobil itu? = كَمْ ثَمَنُ السَّيَّارَةِ ؟
6. Berapa harganya? = كَمْ ثَمَنُهُ ؟
7. Berapa usiamu? =... More

👍❤ 304   11 Comments   187 Shares

Figure 3. Example of materials given through FB

3.4 The Students' Perception on ICT and Facebook as a Learning Media

The development of information and communication technology (ICT) offers various things in many fields including education field. It gives many benefit for the teachers (Awaludin, 2016: 221). Based on the interview result, most of the students positively perceive of the use of facebook in foreign language learning, in this case, Arabic language. A student of Physics Education department, YZ, said that:

"I think, the technology development must be utilized to support educational activities. Using FB in my opinion is very good because it can ease the students to access the materials"

As today's generation, YZ was very aware of the benefit of ICT for supporting instructional activities. This was a very reasonable opinion since many studies approve that modern teaching is an effective way to teach a foreign language. It is in line with what (Shyamlee, et al, 2012: 150) states that technologies have become successful in replacing the traditional teaching.

Other student from the same department, SN, said that *"if the lecturer teaches using FB, I feel that the class rusn more interestingly"*. When the students feel interested in the material, they will be more motivated. In fact, the motivation is vital to improving student learning outcomes (Gbollie & Keamu, 2017). In line with the two students above, DA, a student of Education Management department, considered that FB increased her learning experience especially in having wider and more flexible interaction with her teacher and other students. In fact, technology gives positive implication to student-teacher interaction (VanDoorn & Eklund, 2013: 2).

The students' positive perception on the utilization of facebook strengthens the fact that this social media can be beneficially involved in foreign language teaching. What to do next is the teachers' ability to take the benefit facebook in their classroom.

3.5 Advantages of Facebook-based Foreign Language Learning

In the application of the use of facebook as a learning media must be very effective in this era of globalization today, because it is very influential on teenagers who have a high curiosity about the utilization of this facebook application. Learning by using facebook media network today can freely choose the material cthat they want. Derived from interview and observation, there are some of the advantages of facebook in foreign language class as a learning media namely:

1. With various methods of listening, reading, viewing videos distributed by friends or people who include an article, video or anything in the form of material containing foreign language material to facebook, then as a facebook user we will also be easy to learn the material.
2. Use of facebook-based learning is very free to interact with other fellow friends to make a communication with fellow users facebook and can conduct discussion activities that can add our insight about learning Arabic language and by turning the discussion forum created on facebook then we will keep the relationship with friends that we do not know or friends who are already known in the facebook application.
3. By facebook so everyone has the same opportunity, anyone can access all the services on facebook be it teenagers up to parents and we also can easily share the knowledge that we already know about various ways to learn foreign language.
4. Learning language by using facebook is very influential also to our ability in learning to understand themselves or learn self-taught Arabic language but facebook users who become the source or creator of the material must also provide instructional tutorials offered more creative and easy to understand and understood by every user facebook.
5. Benefit of a group or discussion forum that has been made on facebook then this is a good thing for all of us, because we know that the whole world using facebook application that extends all over the world with the breadth of coverage of this facebook network users then we can know the various methods Which is used in every country in understanding foreign language.
6. By using facebook, teachers who provide material in the form of audio, video and so on facebook can improve language skills by viewing video and listening with audio visual then learners can increase their insight about learning foreign language.

Unconsciously learners, their ability to access, analyze, increasing as time goes by, and can be seen learners have developed their abilities.

3.6 Drawbacks of Facebook-based Foreign Language Learning

Learning language through facebook was very good and provided insight or information more widely, however, facebook also has shortcomings (Renataliaa, 2017). According to the lecturer, below was a lack of learning using facebook:

1. Facebook makes lazy with the tasks that we should do exactly with the use of facebook make people forget the task and not to do the task even facebook used to chat alone or comment on the status of others only, then with the existence of things like this can make learners become free in the absence of supervision from various parties.
2. Facebook also makes us less socializing with the outside community because only using the virtual world that is not directly face to face then our socialization becomes decreased and consequently we are awkward when interacting with the community around the house, school and so forth.

3. By deliberately or unintentionally sometimes bring up sites that are not good for children or teenagers or not exemplary because children or adolescents have a high curiosity so that the sites that are negative to make teenage children vulnerable to have feel curious.
4. The absence of restrictions in the use of facebook to make children or teenagers use facebook for hours that had been a means of learning precisely a means to play so it is not good to improve the achievements of children or adolescents themselves.
5. The use of facebook as a learning also complicate learners who are in remote areas that do not have internet access, so that learners become very unhelpful in learning the Arabic language given by teachers or lecturers.

Taking a benefit of facebook for learning facilities outside of school activities is very good but, in its implementation, teachers and learners must be ingenious in using it. Therefore, the need for parties who can minimize any negative impacts arising from the use of facebook, and in using facebook as a learning facility should be a learning medium that is useful for learners

4 Conclusion

Based on observations and interviews that have been done, it can be concluded that the process of learning foreign language by using facebook is effective and will be more valuable if made as info graphics with simple lessons. In addition, the learning process by using facebook will be more easily understood by the students, because they are required to understand it self-taught so as to build their seriousness in learning. On the other hand, learning foreign with facebook will also be effective and efficient when multimedia (audio visual) is utilized. However, the teacher should make sure that the Facebook features are used properly and appropriately when learning foreign language.

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