

THE TEACHING STRATEGY FOR TEACHING ENGLISH GUIDANCE AND COUNCELING BY USING FACEBOOK GROUP IN INDONESIA

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Abstract. This study try to explore the benefits of Facebook in teaching English in an Indonesia college. The aims of the study are to discuss the kinds of language teaching and learning activities via Facebook, the use of Facebook in facilitating the teaching and learning in English for guidance counselling area. The data draws in descriptive design. The tool of collecting data is interview. The findings indicate that reading, writing and discussion activities can be held via Facebook and all of the participants agreed that Facebook helps them in learning English. The contribution of the study is to enhance a better understanding to use of Facebook as an alternative tool can be used for teaching and learning. The ultimate goal of study is to enhance students ‘interactions outside the classroom. By using Facebook students can get to know sharpen education to its highest level and made it more interesting, therefore creating good learning environments.

Keywords: Web.2.0, Facebook, Guidance Counselling and Teaching media 21st.

Introduction

Facebook provides multiple dimensions for developing creative learning strategies that allow students to connect formal and informal learning settings. The use of Facebook in education is developed very fast presenting situation which helps the students to have new authentic and meaningful learning experiences engaging their effort and behaviour by providing more fun and effective learning atmosphere. Today, Facebook has an important role which affects to the change of the process of students’ learning. Learning is not only limited by four walls classroom which places the lecturers as the main sources for the students. Facebook also helps the lecturers to create innovative teaching strategy by providing interesting activities helping the students improve their competence. Students are curious, active and innovative while mastering language (Lin, 2008). Blattner & Fiori (2009) indicated that diverse usages of Facebook may be incorporated in foreign language courses. Students may want to revel in actual language interactions. This paper gives a success instance of mastering English as a foreign language via Facebook for Indonesian student. We consider the promising outcomes found on this examine ought to draw higher interest to the problem of mastering foreign language through social community interactions.

Material and Methods

The method used on this study is a case study design because it includes a selected group of Guidance and Counselling college students in Islamic university of Kalimantan, Banjarmasin, Indonesia. This research is supposed to benefit insights into students' and lecturer's perceptions on the use of Facebook as an alternative tool in teaching and mastering English therefore case study is the best approach for use as it allows the researcher to obtain holistic and meaningful data that could give an explanation for the occasions.

In collecting data for the research, 35 college students was selected for the objective of the research. The students are students took the English for guidance counselling subject. 2 instruments used on this research are document analysis and observation form.

Theory

In line with Blattner & Fiori (2009), Facebook is the most important social community that boasts greater than one hundred million members, and its miles one of the fastest-developing and exceptional-known websites at the net. As McLoughlin and Lee (2008) mentioned, Facebook has multiple functions of communications, information sharing, and collaborative production and modification. even though early inside the Facebook regarded, the principle purpose for college students the usage of Facebook became keeping touch with friends (Ellison, Steinfield, and Lampe, 2007), Wodzicki, Schwammlein and Moskaluik (2012) later found that students would be in choose of changing informal stories if a collaborative and sharing environment is embedded within the Facebook. Roblyer, McDaniel, Webb, Herman, and Witty (2010) determined that in examine with traditional face-to-face interplay, college students prefer to talk with teachers through Facebook. This could lessen an instantaneous embarrassment. Cain and Policastri (2011) claimed that Facebook gives an informal getting to know environment for imparting contemporary topics and the mind of visitor specialists now not affiliated with a university or school, thereby exposing college students to relevant "real global" issues. Mazman and Usluel (2010) recognize Facebook has three forms of academic functions: communicate, collaboration and aid/fabric sharing. communication include activities which includes enabling communication amongst college students and their instructors, facilitating magnificence discussions, delivery of homework and assignments with the aid of teachers, informing approximately sources and hyperlinks related to guides; consist of activities including humans' becoming a member of to educational businesses related to their colleges, departments or classes and sporting on organization works by sharing homework, tasks, and thoughts; collaboration consists of sports inclusive of replacing multimedia sources, videos, audio materials, lively motion pictures, assets and documents. Harrison and Thomas (2009) identified that web 2.0 technologies had been superior as probably transformative in the location of foreign language learning. They believed that internet 2.0 technologies are providing new opportunities for developing various on line getting to know environments and enhancing interactivity, participation and feedback among students, their peer companies and teachers. They similarly argued that language studying isn't always best how newbies expand their language competencies, but additionally how the studying procedure influences on their usual non-public improvement in terms of cultural values and beliefs, something that has been typically overlooked in computer-assisted language getting to know studies to date. Blattner and Fiori (2009) indicated that Facebook will be an effective platform for language interactions. Godwin-Jones (2008) additionally believed that Facebook ought to advantage interpersonal communications. They believed that precise

capabilities of Facebook provide a constructive learning environment even as keeping a certain degree of privateness and safety. A few evidences were established for the fact that Facebook helped language learning. Ajjan & Hartshorne (2008) identified that active users may want to enhance their communication and writing skills through digital social interactions with fb. Mill (2009) located that language studying with Facebook was effective as virtual social activities assist college students develop higher verbal communication competences in the actual world. Furthermore, Shin (2011) used Facebook because the platform to carry out peer assessment. The result indicated that peer evaluations at Facebook significantly improved student's learning interest and learning motivation. These positive results all supported that social interactions through Facebook has an effect on the consequences of language mastering.

Result

There are two kinds of language teaching and learning activities identified in the research. They are reading activities and writing activities. In the reading activities the lecturer uploaded short story of descriptive text that related to the subject discussed previously in the Facebook group collectively with the guidelines. The participants keep the text story uploaded to their mobile phone. This activity directed the individuals' attention to the reading textual content which they need to read the textual content or as a minimum a part of it to do exercise. The majority of the students engaged themselves on this interest described that they've more consciousness in analysing the textual content as the assignment plays as their courses. The college student said that the 'learning by Facebook group' was very beneficial to her specifically while she doesn't know the lesson of subject. In this activity, the college student need to read and identify the requirements needed to ensure issues discussed in report are valid and reliable. Writing Activities There are 4 types of writing activities recognized in this research which are pre-writing, writing the draft, revising and editing. Under the topic of introduction to research, the lecturer asked the participants to prepare an outline for their text writing. Prior to that, the encouraged to read story text of descriptive text and have a brainstorming session with their friends. The outcomes from the discussion were recorded and developed as the outline of their writing. After that the participants prepared the outline and uploaded it to the Facebook group to be checked by the lecturer.

Discussion

From the findings, it was found that intensive reading also contributed in assisting the lecturer's teaching process. The reading activity via Facebook helped to encourage the quality of reading among the college students. This activity helps the college student to have proper beginning to their writing. By reading other students outlines, it helped the participants to amend, re-arrange ideas for a better write-up. Flower and Hayes (1981) cited in Hedge (2000) contributed to the understanding of planning when they suggested that it goes on at many levels and throughout the process of composing. In the process of writing the draft, students had gone through several phases of planning and writing that needed them to get approval from the lecturer. In other words, this process is started in the class and continued in the Facebook. The lecturer and the college student themselves can look at the drafts uploaded through the 'files uploaded' features. The writing activities is also responding and reviewing other college student 'work. The college student required to choose the first draft posted by their friends to review and give new comment. The students agreed that the comments from their friends were useful for them, to increase knowledge and assisted them in correcting their mistakes in writing. The last

activity, college student required to edit and revise their first draft that was commented by other student and corrected by the lecturer. Based on the observation, students stated like that this task is challenging and interesting for them.

Conclusion

Learning via Facebook does not only help to improve students' team working skills, but also helps them to achieve better results in learning. By using Facebook, students can get to know each other better and take education to its highest level and made it more interesting, therefore creating richer learning environments. It is suggested that the lecturers should be more active and innovative in conducting activities in the Facebook group. This in turn will motivate the students to participate more. The design of the study plan also needs to be planned prior and ensure that all topics are involved in using Facebook in doing the activities. The educational institution should aware of the capability of Facebook in supporting the process of teaching and learning. Thus, they should provide a better internet connection facility to the students and lecturers. Lack of access to participants was problematic to the study.

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