Facebook as A Learning Media in TISOL (Teaching Indonesian to Speakers of Other Languages) Learning to Support The Independency of Foreign Students in Indonesia

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Abstract. TISOL process is not merely conducted face-to-face, but also by using media, both printed media and non-printed, computer/internet, radio and television broadcast. By using this method the foreign students can independently adjust the suitability of time and place in studying the material. Learning and teaching process as a form of interaction between tutors and tutorial participants (foreign students) as well as between participants related to teaching and learning activities, forms a social network using a social media as a means of interaction to enable interaction in many directions (active participation of members) and flexible. One of the most popular social media in the world is Facebook. Facebook features as a social media can be utilized to support the implementation of teaching and learning process, especially online tutorials, among other facilities of various documents / modules with interactive discussions among participants arranged chronologically per topic. The purpose of this paper is to review the features of Facebook and simulate learning / Tutorial Online by using Facebook so features can be used with existing advantages and disadvantages as well as suggestions how to use Facebook to improve the quality of Online Tutorials in TISOL learning.

Keywords: learning activity, online tutorial, social media, Facebook, TISOL

1. Introduction
The world of information and communication technology (ICT), especially the internet grows rapidly. Almost in every aspects of life, ICT becomes the main tool used in office, cafes, schools, and houses which already use ICT [1]. This is enough to prove that ICT plays a very important role in various aspects of life. One form of progress is the emergence of various types of social media including Facebook, Twitter, and Blog. In recent years, social media has become the euphoria and lifestyle of society in everyday life. Internet access is easier and cheaper and becomes a decisive factor for social media into a new trend in society [2],[3].

The development of ICT is a major driver in the application of Computers in learning, known as Computer Assisted Learning (CAL). Computers as media can be used to help people or learners learn including language learning. However, computers should be only reminded as a tool or a medium of learning and completely dependent on its users [4].

Conventional learning should be renounced by teachers. It is appropriate that teachers use ICT as a means to simplify their work as well as to enrich the knowledge of students and teachers [5].
Moreover, teachers begin to be required to be able to operate ICT in the learning process as an alternative way to eliminate student saturation to the subject matter and perhaps also boredom on teachers [6].

The ability of teachers in mastering technology, both operating and applying various social media in learning is one form of teacher professionalism. It is very important for teachers to be able to balance the progress of communication and information technology. Teachers are no longer static of technological advances but strive to harmonize their ability to deliver material in newest form to their students [7].

From the perspective of computer-based language learning, studies have demonstrated technological effectiveness in re-establishing the teaching and learning process [8]. In language learning, Altun states that computer applications, especially the internet has made it easier for students to learn grammar and vocabulary [9]. Atyang also believes that technology serves as media between teachers and students [10]. The technological appropriateness of that technology in teaching and learning process depends a lot on the role of the teachers. Teachers should be wise to use existing technology using relevant pedagogy. This is important because without a good design, the use of technology solely will not help achieve the objectives of learning. Internet applications need to be maximized in language teaching.

In line with the development of the internet, Facebook is now becoming a popular Internet applications. The popularity of Facebook depends a lot on teenagers. Jeon states that adolescents affected by information technology at a young age are more encouraged to involve themselves in cyberspace, especially through Facebook [11]. Facebook is also considered able to help learners interact more easily especially in terms of language learning and get useful information in various formats such as pictures, videos and animations. Boyd argues that, although Facebook can collect thousands of information in a short period of time, attention given by users is very low, and most of the information presented on Facebook is not read directly by the user [12].

The study of the use of Facebook as an application in language teaching is still on a simple study. This study will combine the Facebook application in learning so that the learning process is fun and encourages the students’ independence. This study will also provide foreign students way of using the Facebook application in Teaching Indonesian to Speakers of Other Language(TISOL).

TISOL has three terms, namely inner circle (Indonesian language used as the first language), outer circle (Indonesian language used as a second language), and expanding circle (Indonesian language used as a foreign language). Indonesian language has been included in the curriculum of education in Indonesia from elementary school to university. Most of the students assume that Indonesian is a fairly easy course, unpleasant and boring. This is very understandable considering the Indonesian language is a daily language. The opposite phenomenon actually occurs when the Indonesian language as a foreign language, the Indonesian language is studied by foreign students. Foreign students are very interested in learning Indonesian because it is easy to learn and fun. Moreover, if learning is juxtaposed with the cultures owned by the Indonesian nation [13],[14].

Facebook is a social network that since its emergence until present is still widely used by students to socialize. Globalization and the development of the era make internet and social networking use becomes medium to build communication in cyberspace. The number of social network users consisting of so many people make the exchange function quite significant, such as from the original event is only to know each other has become a place for online business, showing off skills, helping others, or even as crime motive. Looking at the existing phenomenon, the authors are interested to develop Facebook as a means for learning. Learning means a simple learning video uploaded to Facebook. The purpose of uploading learning media on Facebook is to see the media and even accidentally learn Indonesian language through the media for foreign students. Eventually, foreign students unconsciously learn Indonesian language.

2. Method
The method used in this research was qualitative research with Individual Action Research began by conducting survey, observation, practice by using learning model and direct evaluation. This study
aims to provide input and build practitioners in the field of education to be more creative and innovative in the implementation of teaching and learning activities in class setting, especially in learning TISOL. The development of media and learning methods which are fun and close to the environment or students’ daily.

The population of this study were foreign students in UNS, and the sample were 50 students who were randomly selected with the records of active users of Facebook. Before doing research of the effectiveness of the use of Facebook in learning TISOL, research on the level of use Facebook among foreign students was first conducted. The next stage was to distribute the Indonesian language learning media for foreign speakers who were already circulating on the internet or Facebook, and asked foreign students to see and study it with an unspecified intensity. The provision was only one media in a week. After one week, in class meetings there was a follow-up phase to ensure the media had been watched and studied. Follow up was implemented by looking at student notes and frequently asked questions. The final stage after that was the evaluation of its implementation in the form of exercise questions. The results of all of these studies were the test scores of foreign students.

3. Discussion

Facebook is one of the social media that has been viral in Indonesia. As we have witnessed, Facebook has the most social networking media users. Indonesia is a country with the largest users in Southeast Asia which have reached more than 2 million Facebook accounts in last year. This kind of social networks will be more meaningful and useful if it is exploited as a medium of learning reading and writing skills. Through this Facebook media, students are invited to cultivate their interest in reading the texts presented on Facebook. The students are also invited to drive their spirits in writing through notes or status updates on the Facebook wall.

As a web-based social media, Facebook will be optimal when connected via the internet network in mobile phones, notebooks, laptops, or computers. The advantage is very obvious, children continue learning without having to be in the classroom. As long as they can access the internet and have a Facebook account, children can continue learning informally anywhere and anytime. Before using Facebook as a social media in learning Indonesian language, students must have been able to access it well. If students are familiar with Facebook, it should be upgraded its capacity to become an interesting and fun social media in the learning process. This is in line with Ministry of National Education mandate No. 16 of 2007 on academic qualification standards and teacher competence which clearly include the ability of teachers in utilizing information and communication technology for the sake of learning as pedagogic competence and the ability of teachers to utilize information and communication technology to develop themselves as professional competence [15].

To start this activity, students should already have had Facebook accounts. Through our own initiative, create a closed Facebook group. This means that only our students become the members of the group. Through the group, we can optimize it through practice reading and writing skills in accordance with the basic competencies contained in the syllabus or for the purpose of delivering messages and other information. Through the file menu in the Facebook group, we can use it to present interesting and actual texts for the sake of learning, opinion, material, independent task, or others.

The files will be documented in a neat and orderly so that it can become a virtual world library that can continue to be utilized. In the document room as well, we can complete the tasks, information, or anything related to Indonesian language subjects and students can interact critically and creatively. This Facebook group is not only be used to practice reading skills but also for writing skills. Through intensive guidance, students will continue learning to use this social media to continue exploring, both in terms of vocabulary, sentence, language style, idiom, or an intact discourse in both fiction and non-fiction. This study is in line with the study related to Facebook and writing lesson for students [16].

Here are the Facebook features that can be used in learning Indonesian language, (1) Facebook Share; is a share / link becoming the basic feature in Facebook. With this feature teachers can search for websites or pictures related to learning Indonesian language and then divided to be accessible to all students, (2) Facebook Quiz; This feature can be used to make online quiz and ask students to answer
the quiz, (3) Facebook Note; This feature can be used to attract students to discuss certain topics. Teachers simply create a note on Facebook wall and then tag it to all students, (4) Facebook Apps; This feature is has part to create edutainment games, (5) Update Status; through this feature, teachers can remind students about the material in the next meeting. This feature can also be used as an arena of discussion by creating a status that contains about a problem and students are required to comment on that, (6) Forum; This feature can also be used as a means of discussion between students with teachers and among students, (7) Up load photos; With this feature teachers and students can upload photos or pictures related to Indonesian language material and be the theme of discussion by means of "commentary", (8) Message; through this service, teachers can assign tasks or provide recommendations for resources accessible to students, and (9) Chats; Chat feature on Facebook can be used for students and teachers to ask questions and discussions with different locations [17].

The use of social networks becomes very common, even a routine that is inseparable from many circles in the present including students. Cyberspace is assumed to create a model of a democratic and open community called the "Imaginer Community". This also happens to educational institutions in Indonesia [18],[19]. Cyberspace is the main space in which various social simulations find their place of life. The main space for social network users to express themselves today as social contact between people in cyberspace. The use of social networking Facebook is one form of learning activities with virtual listening. Virtual listening is listening at very close range and with the help of digital technology.

Table 1. Students’ Perception on Facebook

| Statement                                     | Agree | Disagree |
|-----------------------------------------------|-------|----------|
| I actively communicate on Facebook           | 95%   | 5%       |
| I like to communicate with my friends on Facebook | 90%   | 10%      |
| I take the opportunity to write on Facebook  | 65%   | 35%      |

The table above shows students' perceptions on Facebook in the learning process. Facebook is used as a forum for scientific and social talks. The results obtained clearly show the popularity of Facebook among the students. 95% of students admitted that they were actively communicating on Facebook and 90% were fond of to communicate with friends on Facebook. However, only 65% thought they took the opportunity to write more in Facebook. Through observations conducted, foreign students were found more inclined to work together and exchange ideas on Facebook. Students who were always passive in the classroom were also seen more active when talking on social media Facebook. This scenario is align with the results of Archer [20], the student is prefer to communicate on Facebook because this application shortens relationship between people of different status and background and facilitate friendship and exchange opinions [21],[22].

Based on the results of research, some advantages and weaknesses of Facebook in learning Indonesian language has been exposed with a variety of clear descriptions. From the aspect of the advantages, Facebook proves to help the blend of science and information openly. Foreign students did not feel embarrassed and hesitate because the interaction took place in cyberspace, rather than being prominent. In addition, Facebook also provided a good language learning context. Communication through Facebook, for example, helped students connected with learners from different parts of Indonesia who needed them to use good and well-spoken Indonesian language in order to make communication ran smoothly.

From the aspect of the weakness, Facebook did not require strict supervision of activities conducted by students. Teachers might have also faced difficulties to escort students in using Facebook. Internet access issues might also disrupt the use of social media in learning. In addition, Facebook might also be a threat to the use of a good and correct grammar. Foreign students may be surprised by the use of "Internet language" or "mixed language". This situation is afraid to mislead foreign students in the mastery of appropriate Indonesian language. Personal privacy issues also need
attention because culture in every country is different. Therefore, the provision of resources and customs in Indonesia is also needed in TISOL [23],[24].

Based on the result of descriptive statistic calculation using SPSS 17.0, it was found that student learning result using Facebook media was higher compared to student that did not use Facebook media. With the acquisition of score, it can be concluded that learning with media is more effective than other conventional media or other similar in social networking. After calculating the data with descriptive statistics, the normality test was performed and it was found that the data was normally distributed. Based on the normality test using SPSS 17.00, the data was normally distributed because sig> 0.05. After testing the data normality and the data was normally distributed, then the homogeneity test was completed to find out whether the data was homogeneous. Calculation of data homogeneity was done by using SPSS 17.0 and the result was sig> 0.05 and the data was homogeneous.

4. Conclusion
Based on the results of research, it can be concluded that the use of social networking Facebook was more effective. Facebook is still interesting for foreign students in learning Indonesian language. It is shown from the score obtained by students at the end of the learning period. There were enough factors that underlined the effectiveness of using Facebook as a learning media that created learning conditions indirectly experienced by students’ subconscious so that information can be received with more complete and clearer. This conditions help foreign students to improve their learning outcomes for the better. Overall, this study had recognized the perceptions of foreign students towards the use of Facebook in learning Indonesian language. Facebook was found to be very popular among foreign students and social media is widely used for communication purposes. This research had also explained the advantages and disadvantages of Facebook in teaching Indonesian language. Although there were limitations in its use, Facebook can increase the interest of foreign students to learn Indonesian language. Facebook application provides a good context and eases Indonesian language learning. However, teachers should be wise to use these applications so that the learning objectives can be achieved. Teachers should be able to guide and direct the use of Facebook in learning Indonesian language for foreign students.

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