

THE CLOSED DISCUSSION OF ENGLISH LEARNING GROUP WITH WRITING BASED IN FACEBOOK

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Abstract

This study investigated the participants' performance in the closed discussion of English learning group. This research purpose is to know the distinction between the official and un-official discussion of English learning in writing based. The taking notices is the instrument of this research that adopted from the recommended previous articles. The results, the most participants really respect on the daily topics and grammar. The daily topic is displayed in humorous caption that can activate participants to give some different comments. Absolutely, it can enrich the participants' vocabularies. The grammatical skill is also performed in posting and commenting technique, it enables participants to personally practice their grammar knowledge, and this technique encourages the participants' self-confident to write a sentence in the correct tenses.

Keywords: Posting and comment technique; humorous, writing skill.

INTRODUCTION

Social media consistently becomes an interesting tool in English language teaching, the affordable platform is Facebook to assist an English mastery in writing skill (Jassi & Dzakiria, 2019). Nowadays, Facebook is still relevant to drill English skill, the number of teachers integrate this platform in many reasons such as most of students get a wide opportunity to practice, easiness, and no limitation for the participants of group (Ariantini et al., 2021). For instance, teacher informally conducts English learning via Facebook to collaboratively treat students to share some information, posting and commenting writing task each other, (Hasan & Labonya, 2016) and integrating grammar, vocabulary (Al-Jarrah et al., 2019; Sumakul, 2014). Similarly, Facebook also magnifies the students' motivation and applicable platform for all of students and context (Friatin, 2018). It means, it enables to accommodate the teachers' intention, practice, media and, students' interest and writing skill.

The fact shows there are many Facebook users who actively apply it to improve their English skill by making a closed and opened group discussion such as Linguistics, English Academy and English Teaching Group. The participants from a cross countries, it can be said as an international English group. Interestingly, some participants join two or more groups at once, because they can directly communicate with the native and non-native English writers to assist their communicative and collaborative course (Handayani & Handayani, 2020).

In contrast, Facebook innovatively developed the role of language learning around the world, it dynamically adopted the user intension to mastery English through its feature because the students' communication is not limited by material, partners, time and class. It regularly presents the update, knowledgeable and practical information of English skill, and also the affordable platform for writers (Slim & Hafedh, 2019). In this context, the English mastery doesn't require an official management, but an appointment of learners whose similar purposes in improving English skill. They only join a Facebook group to communicate, discuss, and interact each other in the group (Arif, 2019).

Facebook is not a part of English language teaching but it is an entertained English language learning environment which un-officially managed by teacher and students in a good curriculum, then it is called an opened discussion through written collaborative learning (Yoke, 2016). The participants of group independently and flexibly post the topic relating with writing skill such as words written, grammar mistakes, and spelling mistakes to be discussed in the wall of group by commenting each other (Ahmed, 2016; Yu, 2018). This environment truly supports the participants to autonomously learn English because they prepare what will be posted and commented based on their motivation, knowledge and English skill (Dweikat, 2016). In this case, the participants of this group have no administrative and temporary limitation instead of personal awareness to improve their writing skill.

The grammar and vocabularies are integrative writing aspects which need an understanding to practically enhance like verb, noun, and preposition. Those parts of speech requires a knowledge to identify the ordinary form and meaning in

a sentence, because they have similar pattern and usage but different in meaning, and soon (Altenberg & Vago, 2018). Therefore, the closed discussion via Facebook group is effectively activate the participants to drill a grammatical knowledge with writing based in English learning group (Friatin, 2018).

This article analyzes and reports the participants' activities in Facebook group namely English Learning Group which focuses on grammar and vocabularies aspect in writing skill.

METHOD

Research Design

This descriptive research design to investigate the participants' group discussion of English Learning group in Facebook to enhance their knowledge of grammar and vocabularies with writing based, and its link is <https://www.facebook.com/groups/985358911516857/permalink/4950319338354108/?app=fbl>. The role of this group is generally similar with the others Facebook groups like be kind and courteous: creating a welcoming environment and respect the opinion each other, no hate speech and bullying: every participants joining this group safely and degrading comments about race, religion, culture, sexual orientation is not allowed, and respecting everyone's privacy: trusting each other through authentic, expressive and great discussion, and also privacy and private one to stay share in the group only.

Research Participants

The participants of this research were the members of the English Learning Group in a Facebook consisting more than one million from across countries and different background such as English teacher, linguist, students. The selected participants were 4 participants, they were the most active members in the group to share a topic. Researcher had been joining this group since seven months ago, and investigated the posted and commented topic on the wall of this group. The participants has different point of view to ask, answer, pro and con in the discussion.

Research Instruments and Data Collection

The researcher collectively gained the data into two instruments including the observation and documentation. Observing the participants' by immersing in a

group, researcher digitally take some notes to gain the data relating with the grammar in writing based. The process of data collection is scrolling, identifying and capturing the appropriate data. Capturing is one of the technique to document the verified data to be reported and analyzed in the discussion. The documentation is used to neglect the bias of this research.

Data Analysis

The obtained data displayed descriptively and deductively identified into the instrument points. Then, synthesizing the verified data using the previous theories of writing activities and texts. Next, interpreting the data into sub-category to conclude the analysis result (Ahmed, 2016).

RESULTS AND DISCUSSION

English Learning Group

This group is a closed English learning group which inclusively and easily join it. The participant who are interested in English mastery can click “Join”. After immersing into the group, the participant automatically able to discuss by posting and commenting the sentence on the wall of Facebook.



Figure. 1 the name of group

Facebook is not only the affordable platform to English mastery (Slim & Hafedh, 2019), but also the most favorite one, it can be seen from the number of participants which more than one million in different countries such as Indonesia,

America, Africa, Philippine, Ecuador, Arabic and Myanmar. This an un-officially English discussion group because of their similar motivation of English mastery and the distinguished time directions. Interestingly, the participants share more knowledge of English, and the others reply it all of the time. The posted topics have variety of contents like an English wise words or sentence “*love is not between beautiful woman and man. Love is between beautiful heart*” (it has four hundred and fifty nine likes and love emoticons, and fifty two comments), humorous speech “*it’s not a magic but you are in your bedroom right now*” (it has eight hundred and eighty eight likes and smile emoticons, and four hundred and sixty three comments), questions “*what starts with “W” and ends with “E”* (it has one hundred and twenty two likes and smile emoticons, and three hundred and thirty one comments) and filling the blank “*I ____ born in 1994.* (It has one thousand and fifty three likes and smile emoticons, and one thousand point seven hundred and five comments). It means, Facebook digitally activate the written communication among the numbers of group (Jassi & Dzakiria, 2019), the participants attractively communicate with the partner whose country is different either native or non-native writer, this situation influences on the participants’ interest to be more confident in the group (Handayani & Handayani, 2020).



Figure 2a. The posted caption



Figure 2b. The comments

Besides, they also more appreciate the posted sentences that entertain, impressive, motivate and drill the participant to practice English skill. Although,

they dislike to the caption in spite of incorrect word or un-contextual messages, they response based on own situation in a good sentence and correct grammar (Friatin, 2018). Similarly, the knowledge of English that delivered in the group is an daily topic and supported by appropriate pictures to stimulate participants in commenting the posted text each other (Hasan & Labonya, 2016). The writer humorously tries to greet the reader in English, and to know the readers' response on the caption, but the readers seriously reply it in any situations. So. The other participants gain some new vocabularies such as *human, blanket and meaningless*

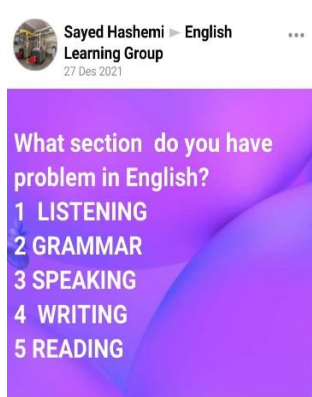


Figure .3a English problem



Figure.3b Speaking, grammar and writing problems



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The flexibility to discuss is one of the extraordinary factors for members to participate in this group well. The participants can post and comment in any situation and condition to make a meaningful spare time in English mastery because of variety of social background and countries (Ahmed, 2016). Therefore, the participants freely determine each time to collaboratively discuss about English skill in a welcoming English environment around the world (Arif, 2019). Mostly, there are 70% of participants selects the interested topic in English skill to be discussed in this group is speaking skill and grammar, 20% are speaking, writing and grammar, and 10 % of the them chose the other skills like reading and listening. The speaking activity temporally conducted in synchronous class with other platform but this group consistently discuss in written communication based on the participants' intention (Dweikat, 2016; Yoke, 2016).

The Closed Group Discussion in Writing Based

In many discussions, the topic is truly the main point to encourage participants to discuss actively. Usually, the debatable title presented by tutor to warm them up in the group, and tutor has many reasons, ways, tools and purpose to make an effective communication among the participants. Therefore, it personally requires a simple strategy to integrate the topic and practical technique to know the participants' English knowledge and skill especially in writing based, because writing skill has many aspects including grammar, content and vocabulary (Al-Jarrah et al., 2019; Arif, 2019; Sumakul, 2014). In this closed group discussion, the participants digitally appear their writing activities in some performances.

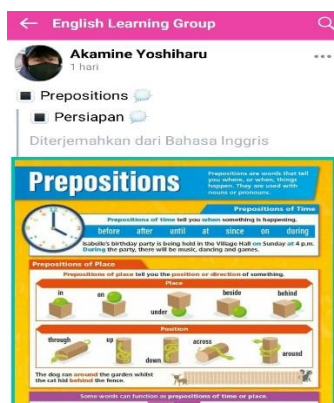


Figure 4a. Posting a preposition usages

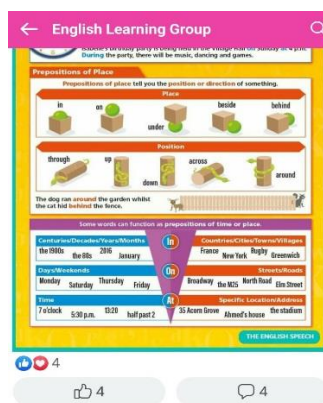


Figure 4b. comments

The figure 4 describes that the topic of preposition posted on the wall is to give some information of prepositional usages in the right sentences. If the participants have a good knowledge of this topic, it will grammatically supports the writing skill. In fact, there are some possibilities that can be explained from the figure 4. Akamine creatively shared it in understandable and colorful pictures which help participants to discuss more about the topic because each preposition has different usage based on the contextual sentences. For instance, the preposition *in* has many studies in a sentence, if it used in a sentence, its function can be preposition of time, place or manner, but if it used in front of nouns or verbs, namely a prepositional phrase (Altenberg & Vago, 2018). In contrast, the topic in the figure 4 is interesting in English learning but not in the English discussion group. There are only four participants who likes and comments on the topic. Those comments only an emotional expression, not knowledgeable writing performance. So, the

participants of this group is interesting more to practice writing skill including grammar usage, vocabulary enrichment and content knowledge (Friatin, 2018).



Figure 5a. Posting simple past tense



Figure 5b. Comments

The data presents that filling the blank technique enables to make participants be more active in the discussion. Absolutely, the figure 5a shows that the participants' attention on the grammar usage is more appreciated than other skills in this group discussion, it is proved by the participants who like and comment more than one thousand (Al-Jarrah et al., 2019; Friatin, 2018; Hasan & Labonya, 2016). The posted questions is a simple grammar “*I ----- born in 1994*”. There are various answers in the comment column. Mostly, the participants choose the “was” as a correct answer like *I was born in 1994*, and some of them confusedly select the “am” such as *I am born in 1994*. The participants' confusedness really express in in the figure 5c.

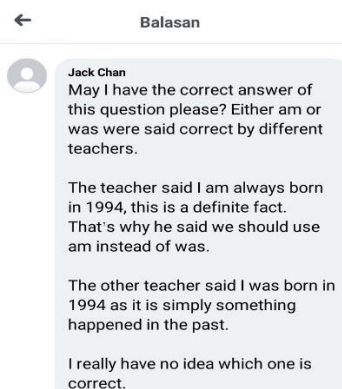


Figure 5c. Comments

Jack Chan' opinion is a normally contra opinion in a discussion, his statements based on the previous information having learned from his teacher. After posting

the argument, he asks the real pattern and usage of “simple past tense” in “*I ----- born in 1994*” context to ensure him-self. The next figure (figure 5d) tries to reply it.

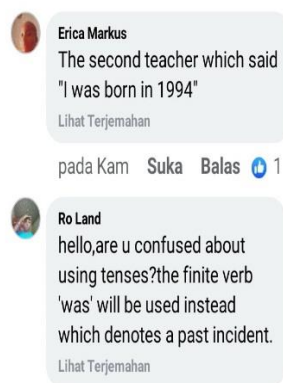


Figure 5d. Comments

Marcus just give a comment that the correct answer is “*I was born in 1994*”, the use of “was” that said by the second teacher is right, but he doesn’t have reasonable answer. In contrast, Land grammaly explains that the word “*born*” is a finite verb and the incident is in the past. So, “*I was born in 1994*” uses a correct grammar.

From the explanation above, the discussion in writing based needs knowledge of grammar usage, the participants of the closed discussion of English learning group in Facebook enrich their understanding from the expert by sharing and commenting, because the beginners of English have some problems in grammar mastery, their basic understanding is only from their teacher without reading many references of grammar, and they confidently discuss in international group. In this case, it can be concluded that the participants’ self-confident in this group discussion enriches the grammar mastery especially in simple past tense (Altenberg & Vago, 2018; Handayani & Handayani, 2020; Slim & Hafedh, 2019).

CONCLUSION

The Facebook group discussion focuses on practice based English learning. The participants’ activities digitally appear in determining a particular skill like writing and they are more interested in vocabulary and grammar. The most participant really respect on the daily topics and grammar which is the debatable subject to be posted and commented in the group. The daily topic is display in

humorous caption that can activate participants to give some different comments. Absolutely, it can enrich the participants' vocabularies, for examples *human*, *blanket and meaningless*. The grammatical skill is also performed in posting and commenting technique, it enables participants to personally practice their grammar knowledge such as differing "am, is, and was" in the sentence, and this technique encourages the participants' self-confident to write a sentence in the correct tenses such as "I was born in 1994".

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