EXPLORING AND IDENTIFYING TECHNOLOGY-BASED DYNAMIC LEARNING THROUGH SOCIAL MEDIA IN ACADEMIC WRITING

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Abstract

Technology has been a new concept of learning in this digital era which brings positive response to students and lecturer. This current study focuses on the use of various social media that facilitate students to learn English. The aim of this research is to explore and to identify the use of Facebook in academic writing courses that perpetually developed to be a dynamic way of learning through a blended learning in terms of mobile learning. The 2nd semester students of 2017/2018 as the research subject who took Academic Paragraph Course. By utilizing mix-method through observation, documentation, questionnaire, and interview, this study explored and identified the language learning through social media. The result of the study was that the English learning especially academic writing could be categorized as a dynamic learning with exact rich connections in Facebook group account which was utilized both online and offline mode of learning with various learning models appropriate to the 21st century English learning where a dynamic interaction amongst lecturer and students happened by collaborating, communicating, thinking critically, and creating through self/peer assessment and a series of dynamic learning.

Keywords: academic writing, social media, Facebook, dynamic learning

Introduction

In the 21st century, technology has spread throughout the world and has been used by the world community. The use of technology is integrated into almost all aspects of human life, including education. In the field of education, technology has become a new concept of teaching and learning activities because this is a digital era trend of globalization as contained in the 2013 curriculum. Schools begin to provide technology-based learning where teachers lead students to learn through technology. Technology-based learning has become a new idea in 21st century learning since technological development has helped community activities. In addition, mastery of technology is considered to be one of the conditions to keep up with changes in the world in the 21st century (Pacific Policy Research Center, 2010). Therefore, technology, in many ways, cannot be avoided by 21st century society.

ICT (Information and Communication Technology) is defined as the technology used to spread knowledge and relate to one another. Technology is something that has developed very rapidly in human life in the current millennial era. ICT itself has been one of the compulsory subjects in the 2006 KTSP because mastery of ICT is an important part to be mastered. Further, in the 2013 Curriculum (2012), ICT is no longer a subject that students must learn in the classroom. ICT no longer has a place in compulsory school hours but is used as a learning tool in the classroom. The 2013 curriculum has a student-centered learning strategy so students where the teacher is no longer the only source of knowledge. In this case, students are required to be able to use technology to get information and knowledge they did not get from their teacher. This is certainly a compulsory

adaptation for students given that mastering technology is an important element in the era of global competition. Therefore, students are expected to be able to use technology as a means of finding information because students are considered to be able to use technology without the help of teachers because they were born in the digital era.

Concerning with what has been explained previously that ICT no longer has a place as a compulsory subject, ICT turns out to be an obligation for teachers to be able to use ICT in teaching in the classroom. ICT is used as a means for teachers and students in classroom learning. In the preparation of the teacher's RPP, teachers are required to use technologies such as projectors, LCDs, speaker computers and so on. In short, ICT is a means for learning that helps students and teachers both formally and informally.

It can be concluded from the explanation above that ICT still has a place in the curriculum, only the difference that occurs is its use. In the 2013 curriculum, ICT is no longer taught in the classroom but is used as a medium for students to find useful information that is carried out independently. In addition, ICT is also used as a learning medium for teachers to convey knowledge to students.

Technological developments have led to the emergence of social media which has become popular among the public. According to Dewing (2012) social media refers to various internet and mobile-based services that allow users to participate in online exchanges, contribute in the form of content, or join online communities. Social media is used by people from all walks of life and ages for various needs such as communicating or sharing information. The use of social media is an element that is very close to society as a means of sharing with each other. Through social media, one can share status, information, entertainment and others to other social media users themselves.

Dewing (2012) mentions several types of social media based on their functions as follows:

1. Blog, short for Web Log, is an online journal that usually has an inverse chronological order. Examples of this blog are free web pages like Wordpress, Blogger and Tumblr.

2. Wikis is a collective web page that has content that is free to be changed or added by users. A popular example of Wikis is Wikipedia.

3. Social Bookmarking allows users to share links to certain web pages. For example are reddit, StumbleUpon and Dig.

4. Social Network Sites are web-based pages that allow users to (1) build a public or semi-public profile with a restricted system; (2) mention other users who share a connection with them; (3) see and exchange lists of connections that others have. Popular examples of this type of social media are Facebook and LinkedIn.

5. Status-Update Services, also known as microblogging services. Status renewal services like Twitter allow users to share short statuses and see the short status of others.

6. Virtual World Content offers a virtual environment similar to games where users can interact. One example of this social media is Second Life.

7. Media-sharing Sites allows users to share photos and videos. This social media service includes YouTube, Instagram and Pinterest.

The proximity of social media in people's lives makes it popular and easily understood by almost everyone. Easy access and low cost of use as well as the advanced features that are obtained make social media a part of today's modern society. Therefore, social media is used for various purposes such

as media promotion, means of sharing information and even means in teaching.

Having social media in teaching can bring positive responses from students to learning activities. In learning English, social media is widely used and continues to grow over time. Some social media that have been used in English learning are Facebook, Twitter, Instagram, and Snapchat. Among the four social media, Facebook is the most popular. Facebook is the oldest social media among the four social media with simple, accessible, unpaid and fun features. Facebook has been used by Inderawati (2011; 2012, 2013, 2014) in teaching academic writing and literary appreciation to develop the literacy culture of Sriwijaya University English Language students. she used Facebook to improve academic writing achievements and found that these activities helped develop students' critical thinking skills well.

Furthermore, another study on the use of Snapchat was carried out by Freyn & Ed (2017) who found that Snapchat in the EFL class can make students engage in learning activities and enjoy it. Then, research on social media used in learning English is also carried out by Listiani (2016) on Instagram and on Twitter. Both found that the use of social media was successful in involving students.

The teaching and learning process in the world in the era of globalization raises new trends namely those related to the internet and technology. Teachers have new competencies that are needed in teaching which is referred to as "Technology Competence" which requires teachers to be able to integrate technology in the teaching and learning process. The use of technology in learning is the beginning of the development of dynamic learning.

Dynamic according to the Big Dictionary Indonesian Language is defined as the speed of movement and adjustment to the conditions caused by great enthusiasm and energy; contains dynamics. Dynamics itself is interpreted as a constructive power from greetings. Dynamic learning has a concept as learning that is not only monotonous but has a dynamic or enthusiasm that makes rise and move. Inderawati (2017) states that one of the characteristics of dynamic learning is the application of technology in teaching and learning activities.

The integration of technology in learning makes students and educators closer to technology and stimulates the learning spirit of students. In learning English, technological integration can make changes in the spirit of students. The use of social media in teaching English skills and knowledge creates dynamic teaching and learning activities. This is because social media can attract students' attention so learning becomes more fun and uplifting.

The use of social media in creating dynamic learning is a combination of two important things mastered in the 2nd century, technology and English skills. Learning English which is integrated in the form of technological dynamics opens opportunities for students to master both of them in a related way. In short, it can be concluded that the integration of social media in learning English can create a dynamic learning environment to prepare students to face world competition in the era of globalization.

From the description above, it can be concluded that the use of social media in teaching English brings new perceptions and can help students in learning English. Social media has become a new tool for teaching and learning activities in the 21st century. Therefore, the development of the use of social media in learning English must go

well. On that basis, a study entitled "Application of Social Media Networks in Dynamic English Learning in Palembang" was conducted with the aim of developing social media as a means of learning dynamic English in school.

Methodology

This research was carried out in one year, namely 2018 in the English Language Study Program in the Teaching and Education Faculty of Sriwijaya University and 6 public and private junior high schools and high schools in the city of Palembang. The research subjects involved 6th semester students because the data collection was planned to be conducted in May and July 2018, which is the even semester in the 2017/2018 Academic Year. This type of research on the proposed Competitive Leading Research is a mixed-method, which is a combination of quantitative and qualitative research. Qualitative data in the form of documentation of writing, comments, and reflection results of students in the Facebook group of students' academic writing courses in the 2015/2016, 2016/2017, and 2017/2018 academic year. Quantitative data are in the form of questionnaires and interviews with students in an effort to gain depth of understanding of data analysis. Data based on the results of the questionnaire was analyzed descriptive statistically, which is looking at the frequency and percentage of answers given by students. Quantitative data analysis will also see whether there are significant differences in the variables involved in the experiment and or correlation. The research data obtained from the interview will be analyzed qualitatively through coding and thematic techniques so that the core themes are obtained which will be described in narrative form.

Result and Discussion

Academic writing is an important skill to master, even more for undergraduate students who should write academically to finish their thesis as the requirement to obtain the S1 degree. It is not easy to make students able to write academically, a complex process is needed. Before the students can master the way how to write academically, students should be introduced to the three stages of writing first, they are paragraph writing, essay writing, and academic writing. English Education of Sriwijaya University provides these three stages of writing as the subject for the students. Through these writing subjects, students are expected to be able to write academically.

As stated before, students should start their writing from the lowest level. There are some stages to reach the academic level of writing, the first stage is writing a single paragraph. A single paragraph is a basis that must be mastered by students to write good essays and articles. It cannot be denied that in this era technology covers all spheres of life, including the realm of education. Moreover the status of students who are the digital native, who are very familiar and even depend on technology that makes them prefer their gadget than their book while they learn in the classroom.

Technology in learning presents many features as a tool that facilitates the learning process, including in the process of learning academic writing. Schcolnik (2018) found that the variation of technology such as language, citation, organizational, and graphic tools are very useful to support people write professionally. Not only the four tools that already mentioned before, but social media also can be a good tool to help students practice to write academically. One of the most famous social media that can be used in the learning process is Facebook. Inderawati (2007) found

that 97% of fourth-semester students in Sriwijaya University claim that Facebook is useful for two purposes, for communicating and improving writing ability. Since Facebook can be used to improve writing quality, the writer use a closed Facebook group to teach paragraph writing class for two reasons, sharing information and doing writing process.

Firstly, Facebook group is very useful to share knowledge and information. Rodliyah (2016) discovered that the students agree that the use of Facebook can enhance their writing quality through sharing information in their closed Facebook group. In writer's Paragraph writing, namely PARAGRAPH WRITING LAYO WITH RI 2018, the writer always informs the students about what to do in the classroom via Facebook, and students will submit their tasks and give suggestion in the comment box. Not only sharing data through status and comment box, the writer also use file and picture to spread the information to her students since Facebook provides a feature that allows group users to share files and images in it.
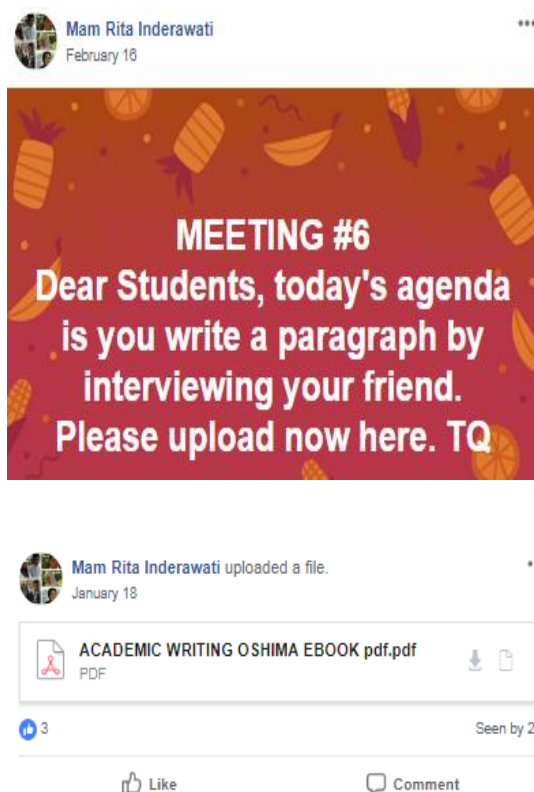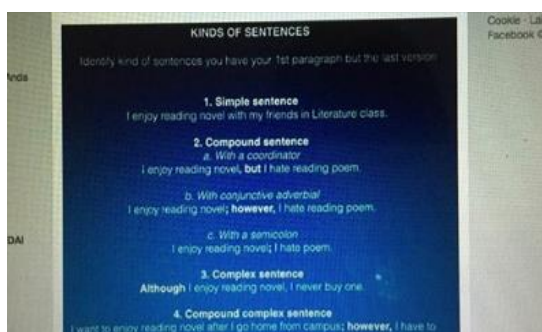

The writer always tells the students what they will do in a meeting clearly in a status on their Facebook group, after that, the students will do their work on the comment box. In the comment box, students not only can write the single paragraph draft that is requested, but students can also include pictures to support their paragraph writing topic.

There are so many kinds of activities that students can do in this group. Since it was paragraph writing, students started the process by knowing how to write a proper paragraph by breaking it down into sentences. Students are taught to know the characteristics of good sentences and types of sentences. The lecturer used one of the conveniences provided by Facebook in learning, namely files and photos attachment. The teacher uploaded an electronic book containing the material of academic writing and an image that contains an explanation of four types of sentences, simple,

compound, complex, compound-complex sentence. After knowing how to write a sentence properly, students are asked to write a single paragraph with two controlling ideas since it was the first step of write academically.

Another function of Facebook in paragraph writing learning process is facilitating the learning stages of paragraph writing. Oshima and Hogue (1998) state that there are four steps of writing; write a raw first draft, revise the content and order, refine the second draft, finish the final draft. After entering the draft into the comment box, students are asked to give a comment on their own work, but it is not only a comment. Students should be able to analyze the quality of their paragraph writing by using a rubric which asks students to pay more attention to the organization and content of a paragraph, the sentence

structure, and the grammar and mechanics matters. Here an example of self-assessment based on the given rubric.
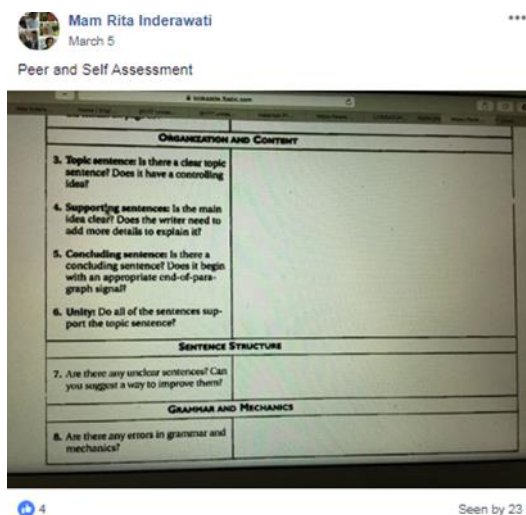
SELF ASSESSMENT
1. Organization and Content
• Topic Sentence: There's a clear topic sentence about "instagram" and it has a controlling idea which is "two effects of instagram."
• Supporting Sentences: Yes the main idea is clear, so in my view that I needn't to add more details to explain it anymore.
• Concluding Sentence: Of course, there's concluding sentence and it begins with an appropriate end-of-paragraph signal "in conclusion."
• Unity: All of the sentences support the topic sentence. They don't depart out of the topic.
• Coherence: This paragraph has used the transition signal; for, or, and, therefore, for example.
2. Sentence Structure
There's no unclear sentence in that paragraph, I understand about this paragraph. Of course, because it was made by myself.
3. Grammar and Mechanics
In my view that the paragraph can make the reader being confused while reading it because the arrangement of the contents rather bewilder.

The next step is revising the assessed work. After assessing their work by using the rubric, students can be aware of the imperfection and errors in the paragraph. By knowing this deficiency, students can revise the known errors from this self-assessment to produce more appropriate paragraph

writing. Here is the difference between the raw and revise draft:

DRAFT 1

THE EFFECTS OF INSTAGRAM

Instagram, one of the social media which can connect the whole people in the world, is consisted of some effects. First of all, Instagram is known as IG. In Instagram, there's our profile account such as; our photo profile, our status (Instagram story), and our contacts. Besides that, in Instagram we can make video live, so it can make every people in our contact can see what we are doing now. However, Instagram's contact is not like contact number as in our cell phone, but in here we can add our friends become our contact by followed each other. In addition, we cannot download the photo (picture)/video there, we just have to safe those in our account by click one symbol which is below of that photo (picture)/video. However as social media, Instagram has some effects for us as user. You know that, by playing Instagram we can spend our time and forgetting time for having meal, and also when we play Instagram and then getting have fun, sometimes it makes us to forget to do anything for example; doing homework, help our parents at home, and etc. The other effect is, if we can take the advantage of Instagram, we can get many useful of that, for example; we can watch the video for studying (the way how to pronunciation well, cook something, or we can be looking for the motivation quotes which can help us to blow our sorrow, and etc). Therefore, while we are playing social media particularly Instagram, please play it which can give back the positive effects for us. In conclusion, as a user of Instagram we have to realize that both of the effects can influence us, be smart in using Instagram.

DRAFT 3 (REVISE)
THE EFFECTS OF INSTAGRAM
Instagram, one of the social media which can connect the whole people in the world, consist of two effects. First of all is good effect, by playing Instagram the user can get many friends from all around the world. By having a relationship with other people, they can get any information that can make them up to date about it. The other good effect is if the user can take the advantage of Instagram, they can get many useful of that, for example; they can watch the video for studying like the way how to pronunciation well, cook something, or they can be looking for the motivation quotes which can help us to blow our sorrow, and etc (compound sentence with a conjunctive adv and semicolon). Therefore, while they are playing social media particularly Instagram, please play it which can give back the positive effects for them (compound sentence with conjunctive adv). In conclusion, as a user of Instagram they have to realize that the good effects of Instagram are having a relationship with other people and entertain the user.

It can be clearly seen that there is a very good improvement from draft 1 to draft 3. Paragraphs written by students become more in order and follow the characteristics of a good paragraph after doing self-assessment using rubrics

Facebook group is very helpful in learning paragraph writing since it provides status, comment box, file and picture attachment, so that the students can be easily doing their paragraph writing subject. By assessing their own paragraph students can be critical thinkers because they should be able to find the imperfection in their own writing. In brief, these features support the students to share the knowledge and smoothen the process of write academically.

Conclusion

English learning especially academic writing could be categorized as a dynamic learning with exact rich connections in Facebook group account which was utilized both online and offline mode of learning with various learning models appropriate to the 21st century English learning where a dynamic interaction amongst lecturer and students happened by collaborating, communicating, thinking critically, and creating through self/peer assessment and a series of dynamic learning.

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