

USING FACEBOOK GROUP IN TEACHING LISTENING OF ENGLISH FOR ACCOUNTING

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Abstract

Facebook is an alternative media for teaching listening of English for Accounting. The aims of this study are to examine the kinds of listening teaching and learning activities in English for accounting class which carried out via Facebook group and to describe the use of Facebook group in facilitating listening teaching and learning for English for accounting class based on the students' perception. Facebook (FB) group is one of features that is available on Facebook social networking site. This feature allows for an unlimited number of members to participate, communicate and interact via post and chatting style especially for supporting ESP teaching and learning process in listening teaching and learning process. The FB groups which were created by the chief of the classes were usually used by the lecturer and the students in the class. Using Facebook (FB) group in teaching listening of English for Accounting class in Polytechnic of Kediri was very useful for the lecturer and the students of accounting.

Keywords: Facebook group, Teaching Listening, ESP, English for Accounting class.

I. INTRODUCTION

One of technology development is social networking. Facebook is one of social media internet tools. One of the features in Facebook is Facebook group. It can be as a media in teaching and learning process especially in English for Specific Purposes teaching and learning process. English for Accounting teaching and learning process especially in listening skill needs Facebook group as a media.

According to Kenning (2007), Current global developments especially in computer technologies have opened up more opportunities for educationists to design and implement Information Communication Technologies (ICT)-based lessons to make teaching and learning more interesting, motivating as well as meaningful. It means that ICT (Information Communication Technologies) has a role in teaching and learning process. So ICT can help teaching and learning process especially in teaching English for Accounting.

In teaching listening skill of English for Accounting, I am as the ESP lecturer intended to change the tradition of the accounting students to submit their assignments in a piece of paper. Besides, I would like to make the accounting students who are nice and fun in language laboratory. They can use Facebook Group to submit

their assignments in Facebook Group when they are in teaching and learning process.

II. REVIEW OF RELATED TO LITERATURE

Teaching listening comprehension or using the listening ability as a means for teaching was something partially neglected (Richards & Schmidt, 2010). Listening is a skill that needs to be developed and fostered in a good manner by the teacher because students rarely notice it or even pay attention to it in their learning process.

ICTs are becoming increasingly popular as a method of language instruction. Bartlett-Bragg (2006) describes social networks as a "range of applications that arguments group interactions and shared spaces for collaboration, social connections, and aggregates information exchanges in a web-based environment".

According to Terantino and Graf (2011), Social media sites provide a means of communication that is highly accessible to users across the globe. In addition, they allow users to participate in a collaborative form of knowledge construction, because they provide tools for creating and sharing information with others. In particular, Facebook is a social networking website that allows people to connect with other users through the exchange of profiles, conversation, photos, and videos.

Moreover, Terantino and Graf (2011) states that as students become increasingly connected through social networking sites such as Facebook, it is important for us to explore how these can be utilized specifically in the foreign language classroom. Facebook provides a target-language-friendly interface created for and used by native speakers in a format familiar to students. As users connect, they are able to share Internet links and multimedia such as photos or videos with ease. This could allow the instructor to facilitate discussion among students of target language and culturally relevant material.

Friedman & Friedman (2012) argues that "the best way to bring courses to life and make learners more exciting, energetic, and enjoyable is by using social networking site in their learning". Furthermore, Majid, Stapa, & Keong (2012) state that "Facebook is a social networking site which can be utilized as an educational technology tool that facilitates online communications between second language learners and their friends".

Roberts (2009) emphasizes the reasons why Facebook is obviously promising for the foreign language classroom in four ways: (1) Facebook is internet based, it can be accessed simply by cell phones, (2) many students have been using Facebook actively, so teachers do not need to explain in detail how to use it, (3) Facebook is always free; to use it, students only need to have e-mail address and internet access, and (4) Facebook is ideal for out-of-class time, it keeps valuable class time available for other important activities.

So believes that Facebook especially Facebook group has the potential to improve students' listening skill by being the link between listening and outside "communication", providing English for Accounting students with an authentic and personalized context in which to aid their listening skill. 'Facebook group' provides opportunities for English for Accounting students to practice and improve their listening skill.

III. RESEARCH METHODOLOGY

This study used descriptive qualitative design and this study was based on the nature of situation that I described, it was the use of Facebook group in teaching listening of English for accounting class, Polytechnic of Kediri. The subject of this study was the students of Accounting who got English for Accounting subject, they are in Accounting 3A Class. The data was taken from the ways of teaching methods that were used by me as the ESP lecturer in teaching listening and the students' perception in using Facebook Group.

In collecting the data, I employed some steps. First, I entered the class, it was in language laboratory to do English for Accounting teaching and learning process to the students of Accounting, Polytechnic of Kediri. Second, I used Facebook group as the media in teaching listening skill as usual activity especially in asking the students to submit their assignment. Third, I did an interview to the students who were learned English for Accounting in their classes randomly. Then, selecting the data related to the purpose of the study was the last step in collecting the data.

After the data had been obtained and studied, I took several steps to analyze the data. I analyzed it based on the data that were collected. I identified the results especially the development of listening skill in English of Accounting teaching and learning process. Then, I analyzed the data based on the students' perception especially in using Facebook group in teaching listening skill of English for Accounting. The last is I did evaluation based on the results of the observation in my teaching learning process.

IV. FINDINGS AND DISCUSSION

FINDINGS

The findings are divided into two. First is the explanation about the kinds of listening teaching and learning activities in English for accounting class which carried out via Facebook Group. Second is the description about the use of Facebook group in facilitating listening teaching and learning for English for accounting class based on the students' perception.

The Kinds of Listening Teaching and Learning Activities in English for Accounting Class which Carried out via Facebook Group

There were some listening activities of English for Accounting recognized in this study which are uploading the video based to watch, watching the video, giving the questions via Facebook group, giving time to discuss in a group, answering the questions via Facebook group, giving correction via Facebook group. Under the topic of small business finance case study and what is issue management had been discussed by the accounting students.

This activity promotes the students to have proper beginning to their listening skill in the class. By uploading the video in Facebook group for the students, it helped the students to listen by their selves and to discuss the videos with their groups.

In the process of watching and discussing the videos, the students had gone through several phases to understand the videos. The students were

allowed only three times for watching in each video. Then, they could discuss in general what the video is talked about.

The next activity was giving questions based on the videos that they watched in Facebook group. I posted the questions in Facebook group. The students knew the questions and each group had different questions.

After having some questions based on the videos, the students were given time to discuss and to answer the questions in twenty-five minutes. Every group had to submit or to answer in a comment space in the posting. One of the students in each group had to answer and to mention the group, the members of the group, students' number, questions and answers via Facebook group.

After the time for answering in comment space was up, I checked the students' submission in Facebook group. I and the students discussed together and I gave a correction there in replying space in their comments. The students could get the correction directly after they got comments from me and they knew what the correct answer was. So teaching listening skill was done by me as the researcher in the classroom that was in language laboratory.

The Use of Facebook Group in Facilitating Listening Teaching and Learning for English for Accounting Class Based On the Students' Perception

Based on the students' perception in the interview, Facebook group was definitely beneficial to the accounting students attempting to improve their listening skill. This was substantiated by the fact that the accounting students could watch and discuss the video with their groups. They could ask to their friends in their group about the videos and the questions based on the videos.

Besides, Majority of the students agreed that uploading the videos in Facebook group was very useful for them. They could watch the videos freely by having time from me as the ESP lecturer. In addition, the students also said that they could answer the questions by having and learning new vocabularies each other in the discussion. Moreover, the students really liked if their works were uploaded and were read by their friends and lecturer via Facebook group. This activity was considered as helpful to them in providing feedback from the lecturer. The students also felt joyful, fun and more focus on their listening because they used Facebook group in the classroom.

DISCUSSION

The role of listening in learning and teaching English for Specific Purposes has also undergone significant changes due to the development of new information technologies and the availability of a wide range of free video materials on the Internet. The accessibility of free online video materials has opened up opportunities for the development of totally new teaching language sequences.

During the listening activity, the students monitor their comprehension and make decisions about strategy use. According to Vandergrift (2016), Students need to evaluate continually what they are comprehending and check: consistency with their predictions, and internal consistency. Teacher intervention during this phase is virtually impossible because of the ephemeral nature of listening. Periodic practice in decision-making skills and strategy use can sharpen inference skills and help students to monitor more effectively.

V. CONCLUSION

Based on the findings of this research, the use of Facebook group in teaching listening in English for Accounting students was found that most of students gave positive response to the use of Facebook group in their learning. They believed that Facebook group could be benefitted as media in learning listening skill in the classroom especially in English for Accounting. They also liked the use of Facebook group as media in learning listening of English for Accounting. Furthermore, they felt that the use of Facebook group as media was very effective. The application of Facebook group as media of learning listening English for Accounting was quite easy. Finally, they agreed that Facebook group was needed to be used in their listening class activities.

Moreover, most of students agreed that using Facebook group in learning listening skill is better than traditional learning. They agreed that the use of Facebook group as media of listening task submission was more effective than using paper. Using Facebook group as listening task media was more fun compared with using paper. In addition, learning using Facebook group enabled them to learn anywhere and anytime. Furthermore, students felt free to answer and to get the ESP lecturer's comment in their answer.

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