
USE OF FACEBOOK IN LEARNING VOCABULARY

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Abstract: *The objective of this research is to find out how the Facebook users of English students at Faculty of Health Science Wiraraja University increase their vocabulary in English. The Method of this research was A qualitative Descriptive and used Blachowicz and Fisher's theory to answer research question. The research took 25 students as samples. The data were taken through questionnaire and open ended questions (interview). The result shows that according to most of student's perception student can be active in developing their understanding of words and ways to learn vocabulary, students can personalize word learning, can immerse in words through Facebook, can build on multiple sources of information to learn words through repeated exposure by reading texts in Facebook. This result supports the four principles which stated by Blachowicz and Fisher (2000), and it gives positive effect to students*

PENDAHULUAN

Facebook as a communication tool can be used in the form of advertising and news. On Facebook we can express our feelings and the situation in which we are. Many Twitter accounts share quotes in English about romance, Bible quotes, humor, motivation, and medical, there are also accounts that share various grammatical forms of English. Facebook accounts create a lot of content in English and many Facebook users often find difficult words on accounts that use English. With these difficult words, users are encouraged to find the meaning of difficult words or words they don't understand. The meaning of unknown words in a text is the main way to increase understanding (Nagy et al, 1985 in Nagy 1988).

Learning vocabulary is one of the most important things in learning English. Shanahan (2006) states that the purpose of learning vocabulary is to build understanding of words, and it should not be surprising that a teaching approach requires students to connect more deeply, to think about the meaning of the words.

Tulung (2011) states that in Indonesia the use of English outside the classroom is very limited: Most students use English in class through teachers teaching in teaching texts or teaching materials. The impact of this is that students have limited access to improve their abilities in English, including vocabulary mastery. Facebook can be a medium for learning English

Schmitt (2007) states that many students use strategies to learn vocabulary, and the most commonly used vocabulary learning strategies appear to be simple memorization,

repetition and note-taking. He stated that students often use relatively 'shallow' strategies, even though they are less effective than deeper strategies. Kusumarasdyati (2006) in Cahyono and Widiati (2008) states that each individual student has a unique strategy in understanding foreign words. Using Facebook can also be considered as a strategy to improve English vocabulary.

Rivers in Nunan (1991) emphasized that adequate vocabulary mastery skills are the main thing for successful use of a second language, because without adequate vocabulary we cannot use the structures and functions that include communication.

Researchers are interested in conducting research on students of the Nursing Study Program, Faculty of Health Sciences at Wiraraja Madura University because in general students at the Faculty have phenomenal social networks including Twitter, Tiktok and video snacks, but many of them also use Facebook to communicate with friends, as well as lecturers, to share information. Most of them have one social networking account and some also have more than one account. Apart from that, today's students tend to prefer using social networks in their daily activities, in learning activities, even regardless of time, place and situation, students "always" use them. By looking at social networking users in the Faculty of Health Sciences, this is the reason that makes researchers very interested in finding out how Facebook can help students improve their English vocabulary.

Cahyono and Widiati (2008) stated that good vocabulary mastery can support mastery of each language skill, including receptive (listening and reading) and productive (speaking and writing).

Based on the background above, the problem that must be answered in this research is how Facebook users of Nursing Study Program students, Faculty of Health Sciences, increase their English vocabulary.

The purpose of this research is to identify, analyze and explain how Nursing Study Program students at the Faculty of Health Sciences improve their English vocabulary via Facebook.

METHOD

The researcher took this theory because the data was collected and analyzed qualitatively based on the four instructions for learning English vocabulary. This method makes it easier to find out how Facebook can help students improve their English vocabulary and is converted into a percentage figure (%).

In this research, researchers took a social situation, namely students of the Nursing Science Study Program at the Faculty of Health Sciences. Researchers took 25 people as samples in this study.

Data collection technique

1. Preparation

In this section, researchers read previous research and books, especially vocabulary learning books. Next, the researcher discussed with the supervisor regarding the preparation of the thesis, as well as the research methods, instruments used, and data processing that would be carried out. In the initial activities, the researcher focused more on the instruments used, namely in preparing questionnaires and preparing questions for interviews that would be used.

2. Data Collection

In this stage, data collection was carried out by administering questionnaires to 3rd semester students of the Nursing Study Program. Questionnaires were given directly with a total of 25 questionnaires. The next step is for researchers to conduct direct interviews.

3. Data analysis

After the questionnaire was administered, the researcher recorded the interview, after which the data was collected for analysis.

In analyzing data, researchers identify and analyze all collected data. The results obtained were identified and then grouped based on theory, counting the number of answer choices and converted into percentages, then analyzed based on the theory put forward by Blachowicz and Fisher (2000) regarding vocabulary instruction.

DISCUSSION

The data was analyzed according to the theoretical basis used and explained into two parts, namely, results using questionnaires and interviews, for the questionnaire the answer choices were (Always, Often, Rarely, Never).

Principle One

Statement I, I use Facebook

The number of participants in this research was 25 people and the results of the research were that no participants answered "never". The fewest answer choices were the opinion "rarely" with 6 participants (24%), namely 2 men and 4 women, who chose the answer choice "always" namely 11 participants (44%) who were all women. The opinion "Often" was chosen by 5 women and 3 male participants.

Statement II, I am interested in English language accounts on Facebook

The research results showed that the answer choice "always" was the most numerous with 13 participants (52%), consisting of 4 men and 9 women, while the answer choice that was the fewest was the answer choice "never" with a number of 1 (4 %) male participants, for the answer choice "often" there were 7 participants (28%), namely women and the answer choice "rarely" were 4 participants (16%) all women.

Statement III, I find new vocabulary when I read English texts

The number of participants in this study was 25 people and it can be seen from this study that there were no participants choosing the answer option "never", the least answer choice was "rarely" with 4 participants (16%) being male, while the answer choice was the least a lot, namely "always" with a total of 11 participants (44%), namely 1 man and 10 women, followed by the answer choice "often" with a total of 10 participants or (40%) all women

Statement IV, I look for the meaning of the new vocabulary

The results showed that there were no participants who chose the answer option "never", the fewest answer choices were "rarely" with a total of 3 participants (12%) all of whom were women, while the answer choices "always" and "often" were the same as the number of 11 participants. (44%) with gender in the opinion choice "always" all being female while the answer choice "often" being 5 men and 6 women.

Statement V, I apply the new vocabulary in the language learning process English

From the research results, it can be seen that no participants chose the answer option "never", and the most frequent answer option was the opinion "often" with a total of 13 participants (52%) all of whom were women, the least answer option was the opinion "always" with a total of 5 participants (20%) were 1 man and 4 women and the answer choice was "rarely" 7 participants or (28%) 4 men and 3 women.

The results of interviews conducted by researchers based on this principle, namely that of the 15 participants interviewed, all agreed that Facebook can improve English vocabulary by viewing English accounts, as said by male participant 1 that "I joined the @kampungEngland account", where the account uses English and shares vocabulary in English.

The researcher also stated the reasons why participants joined the English language accounts, participant 2, namely a man, said "you can learn lessons, you can also learn new words", and out of 10 participants had the same reason as participant 2.

Principle Two

Statement VI, I note down every new vocabulary I find on Facebook

In the results of this study, it can be seen that the most frequent answer choice is "often" with a total of 11 participants (44%), 3 men and 8, the least choice is the answer choice "never" with 1 participant (4%) men, for the answer choice "always" 5 participants (20%) 2 men and 3 women, and for the answer choice "never" 8 participants (32%) all women.

Statement VII, I discuss with my friends every new vocabulary I find on Facebook

In the results of this study it can also be seen that the most frequent answer choice is "rarely" with 12 participants (48%) all of whom are women, while the answer choice "often" is the least choice with 1 participant (4%) namely male. -male, the answer choice was "always" for 4 participants (16%) with all male gender, and the final answer choice was "never" namely 8 participants (32%) all women.

The results of interviews conducted by researchers based on this principle are that, based on the first principle, participant 3, female, believes that new vocabulary is "frequently" found in English accounts on Facebook, as is the participant's reason.

, "when I get new vocabulary I write it with the translation". Participant 4, namely women, said "I practice every vocabulary I get directly with my friends." Most of the participants had the same opinion as Participant 4.

Principle Three

Statement VIII, I joined the @kampungEnglish account

These results show that the most choice is the answer choice "never" with a total of 15 participants (60%) all of whom are women, and the least choice is the answer choice "often" with a total of 2 participants (8%) women, and the answer choice "Often" there was only 1 participant (4%) female and the answer choice was "rarely" with the number of 7 participants or (28%) namely 5 male participants and 2 female participants.

Statement IX, I try to use English on Facebook

Based on the results obtained, it can be seen that the most choice is the answer choice "never" with a total of 16 participants (64%) 2 male participants and 14 female participants, the least choice is the answer choice "often" with a total of 1 participant (4%) men, "rarely" totaling 6 participants (24%) all women and "always" only 2 participants (8%) men.

Statement X, I interact with English-speaking account users on Facebook

These results show that the most frequent choice is the answer choice "often" with a total of 11 participants (44%) according to gender, 5 male participants and 6 female participants, while the least choice is the answer choice "never" with a total of 2 participants. (8%) were both women, for the answer choices "always" and "rarely" there were 6 participants or (24%) all women.

The results of the interviews that researchers conducted on this third principle, by asking the question "do participants "often" use English on Facebook?" "I use the vocabulary I got by "updating" my status on Facebook. Participant 6, namely male, gave the reason that I interacted by "giving comments and replying to inboxes" with friends using English."

Principle Four

Statement XI, I memorize every new vocabulary I get on Facebook

The results obtained show that the most frequent choice is the answer choice "often" with a total of 10 participants (40%), 3 female participants and 7 male participants, while the least choice is the answer choice "never" with a total of 3 participants (12%) 1 male participant and 2 female participants, "rarely" totaling 4 participants (16%) and the opinion choice "never" totaling 3 participants (12%) both women.

Statement XII, I use new words that I get from Facebook in the process of learning English

The results obtained can be seen that no participants chose the option the answer is "never", the most frequent choice is the answer choice "often" with a number 11 participants (44%) were all female, while the fewest choices were the answer choice "always" with a total of 6 participants (24%) of which 5 male participants and 1 female participant, the answer choice was "rarely" with a total of 8 participants (32%) who are all women.

The results of interviews conducted by researchers based on this principle are; Based on the questions the researcher asked, such as "did the participant memorize every new vocabulary word?" all participants had the same opinion, namely memorizing every vocabulary word they found on Facebook. The researcher also asked the question "in what way do I apply the new vocabulary learned on Facebook", the researcher got different answers, such as participant 15 who thought "I apply every vocabulary I get in conversations in Speaking class" and Participant 8 "said I wrote down every new vocabulary which I got on Facebook and used in my Reading assignment."

This strongly supports Summer's statement in Nunan (1991), namely that trying to deduce the meaning of an unknown word from the text is a valuable strategy in understanding language and so is the use of a dictionary but only with repeated exposure can a word enter the vocabulary. active words, whether in the first language or subsequent language acquisition.

CONCLUSION

Based on the results of research on how the use of Facebook increases English vocabulary through Facebook among students, the Nursing Science Study Program, Faculty of Health Sciences at Wiraraja University, Madura, seen from student perceptions. From the perceptions of participants in this study, researchers found how Facebook can help improve English vocabulary, namely through the four instructions of Blachowicz and Fisher (2000). In this theory, there are 4 instructions for learning vocabulary. In principle one, participants are active in developing understanding and how to learn vocabulary through Facebook.

Based on research results, it is proven that Facebook helps participants in increasing vocabulary, that is, participants actively develop understanding of vocabulary and are also active in learning vocabulary. In the second principle, each participant has their own way of increasing vocabulary via Facebook. In this second instruction, participants' perceptions of how to increase their vocabulary are in various ways, namely by recording each vocabulary item they acquire. Likewise, in the third principle, based on participants' perceptions, it is proven that participants are directly involved in increasing their vocabulary via Facebook by interacting using English, either friends or speakers. native English, and finally, the fourth principle is that participants build various sources of information to learn vocabulary with repeated exposure via Facebook.

In this instruction, participants memorize each newly acquired vocabulary, and participants also try to re-expose themselves, namely by using new vocabulary in the learning process. The research results showed that these four instructions had a positive impact on participants in learning vocabulary via Facebook because they could increase their English vocabulary.

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HALAMAN INI SENGAJA DIKOSONGKAN