Internet-based Activities in Developing Students' English Skills[1]

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Abstract

The development of Information Technology (IT) challenges the teacher to use the facility to create interesting and motivating activities in learning English. This article explores how the teachers can use various materials and facilities supported by the new IT to support their students in learning English and to practice their English in authentic environment. The activities incorporate internet-based activities as media to practice integrated-skills in the foreign language. The study seeks to determine the usefulness of using email, blogs, and facebook as current communication media that are available in the internet to facilitate students in learning English both inside of outside the classroom. These activities are aimed at encouraging students to take advantage of authentic environments outside the classroom in order to practice language skills and communicate with others.

Keywords: *internet, email, blog, facebook, learning English, writing, reading*

A. Introduction

Computer-assisted language learning (CALL) is the new trend in language teaching today. Fortunately, almost all junior and senior high schools have provided the TIK (Information Computer Technology/ICT) in their curriculum and also computer laboratory with internet connection. In fact, the advances in ICT have provided a wide chance for the language teachers to use internet as their new option for teaching media and resources.

In many parts of the world, the development of ICT has impacted the English teaching practices. ICT has given rise to the new teaching approaches. The development of information technology enhances the dynamic of English teaching. However, not many English teachers in Indonesia use this facility yet as their new chances to create an ICT-based or specifically internet-based

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learning activity. Even, the teaching English has remained relatively unchanged. Although, there is a need of creating interesting and independent learning activities that motivate and provide chance to the learners to practice the language functionally in authentic environment.

Nowadays, the presence of World Wide Web (WWW), blog, e-mail, facebook, and tweeter become media for many people to keep their communication each other. Since language is a means of communication, the students need more chance to practice the target language not only in the classroom. Internet, actually, poses challenges and provides options for us as English teachers to use them effectively to help our student to practice the language and develop their skills. Of course, it needs creative teaching strategies to use these attractive media to support our students. In this case, the presence of these applications is very interesting and also challenging to be applied in our language learning process.

This article tries to compare and discuss the possibility of those applications/programs – web, blog, email, facebook, – provided in the internet to help our students in learning and practicing their English. This is still an introductory paper and possible to be developed more in the future.

B. CALL: Development and Types of Application

CALL (computer-assisted language learning) is, actually, not a new term, it has been introduced since 1950's as the first phase of CALL, and implemented in the 1960s and '70s and continues till now (Beaty, 2003: 16; Warschauer, 1996). Because advances in technology and pedagogy have changed many theories and approaches in applying CALL, various approaches (behavioristic, communicative, and integrative CALL) have ever coloring the development of CALL (see Warschauer, 1996).

In general CALL is defined as "any process in which a learner uses a computer and, as a result, improves his or her language" (Beaty, 2003). Moreover, Davies (2007) stated that CALL is an approach to teaching and learning in which the computer and computer-based resources such as the

Internet are used to present, reinforce and assess material to be learned. CALL usually includes a substantial interactive element and it also includes the search for and the investigation of applications in language teaching and learning. Based on this definition actually, we can say that CALL is not meant to replace the teacher, but it is a kind of media and supplement for extensive learning activities.

There are many terms related to CALL, such as, CAI (computer-aided instruction) and CAL (computer-assisted learning), both focus on teaching and learning in general; then CALT (Computer-assisted Language Teaching) which focuses on teacher, and CMC (Computer-mediated Communication) which uses computer as media for discussion (Beaty, 2003). Therefore, whenever the teacher only use computer as a means for explaining or presenting materials, actually, it is actually limited to media for teaching or giving instruction (CAI).

Then, how could we elaborate computer not only as media for teaching, but also as partner for the students in practicing their language authentically and learning independently? Consequently, we need to compare some programs and applications offered which relevance and suitable for our students related to English mastery, safety, and the most motivated ones. Besides, since language is a means of communication, we need applications which expose the students to the real situation and authentic environment to improve their skills.

Beaty (2003: 52) discuses eight CALL applications which have been used widely, they are: word processor, games, literature, corpus linguistics, CMC, WWW resources, adapting other materials for CALL (SimCity, e-newspapers), and Personal Digital Assistants (PDA). While, Levy (1997) makes two categories among CALL applications, they are: tool and tutor. Tool applications would include search engines, email applications, word processors, and electronic dictionaries. Tutor applications are programs such as listening or reading programs. These applications give chance to the students to practice their English independently, such as *Eurotalk, Focus on*

Grammar, etc. However, these software/programs sometimes do not match the materials in the curriculum.

By connecting to the internet, the use of computer as a tool of communication and source of information can be achieved. In fact, computer-mediated communication is one of the most popular one among CALL activities (Beaty, 2003:62). CMC have the biggest effect to the society today. Moreover, Warschauer, et al (2000) states that CMC is asynchronous, synchronous, and based on hypermedia (or hypertext) makes it possible and practicable to incorporate the internet into language teaching. This internet-based activity, for example, email, and facebook - the newest CMC application - has been used by most Indonesian students not only at the university level, but also the junior and senior high. Actually, it is a big chance to use Facebook as media for learning English as it has a strong magnetic that attracted many students.

Besides, the advantage of internet which provides some online materials that can be accessed by learners independently according to their needs and interest. Krish (2008:113) defines the term online learning as "the access and exchange of information as part of the learning activities in a course delivered through the network." Similarly, White (in Krish, 2008:113) defines 'online learning' as a live connection to a remote computer. The term 'online learning' has emerged more specifically as an approach to teaching and learning that includes the use of Internet technologies. Learners use the online learning environments not only to access information and course content but also to interact and collaborate with other participants in the same course.

Moreover, there are some other advantages within this environment. Warschauer, et al (2000) stated that there are at least five reasons to use the internet for English teaching: (a) it provides authentic language materials; (b) it enhances the student's level of literacy in conducting on-line communication; (c) it enables the student to interact with native and nonnative speakers for 24 hours on end; (d) it makes the learning process lively,

dynamic, and interesting; (e) it gives both the student and the teacher the power to work efficiently. Unfortunately, not many teachers elaborate this medium in learning English yet in Indonesia.

C. Which application is suitable for the students?

Actually, there are various applications available, however, CMC is considered as the most popular one today (Beaty, 2003). It means that it has a potency to be considered as tool for teaching and learning process. CMC encompasses communication by email, bulletin boards, chatlines, and within MOO (Multi-user domain, Object Oriented) environment (Beaty, 2003). In order to elaborate internet in learning English especially CMC application, of course, we need to choose the most suitable application for our students. Although CMC may take place without necessarily involving learning, this computer-based discussion gives a promising CALL activity (Beaty, 2003: 62). Even, it is common for the teacher to encourage the students to have net pals or pen pals from the different country that also learnt the target language.

Email is one of the most popular activities in WWW and is an easy way to enhance learning (Beaty, 2003). It provides more chance and independency for the language learner to express his ideas. By using email, learner can communicate with peers, teachers, and native speakers (ibid, 2003). Mostly teacher uses this application to develop students' ability in writing. The strengths of this application are teacher can give comment or enforcement directly to the students for their works, some email program, such as yahoo, provides spelling checker which helps student in detecting errors. Besides, it can be arranged in group which relatively closed. Maria (2002) found that many teachers have used email in collecting students' tasks. Besides, email can be used in Dialogue Journal Writing activities (see Intan, et al, 2003). However, email can only be used in interaction among teacher and students as the audience, and it is hard to find native speaker through email, since we have to have the address first.

Chatlines refers to Internet Relay Chat (IRC) and appear on-screen as a window that present what the learner is writing in one pane while general discussion among other participants continues in another (Beaty, 2003: 64). The speed of discussion may challenge many learners' typing skills, a series of abbreviations – such as, how R U? - and emotive – i.e. ☺, ☹, - are used to take place. However, this activity cannot be recorded likes email and the communication is limited to the students who are online only (synchronous). Some email programs, such as yahoo, Gmail, also provide chatlines application (yahoo messenger/YM and GoogleTalk).

Bulletin Board in which learners (both teachers and users) can post messages to be read later by others are built into some CALL environment and more general learning platform (ibid: 64). In this program, users can post messages and comment on original posting and subsequent comments. The advantage of bulletin boards over email is that the messages are shared with a broader community (a few people, a class, even the whole of the world) and comment can be more considered as reader. However, we need to have a good IT background and need to buy space in the internet to create a bulletin board.

MOO (sometimes called MUA, MUD, MUSH, and MUG) refers to an online environment where moveable objects represent things and people (ibid: 66). This application also uses as chat room facilities which can be save into hard disk or floppy disk. However, it is also difficult to create such program and it needs high computer literate.

Weblogs (shorten as blogs) are on-line journals where people express themselves through writing. Stanley (2005) stated that a blog is a frequently updated website that often resembles an online journal. It is easy to create and update a blog since it requires only basic access to the Internet, and a minimum of technical know-how (Pinkman, 2005). Some blog applications are provided for free in the internet such as: wordpress, blogspot. Besides, blog can be used a medium to publish students' writing. One major benefit of the blog is that it has the potential for a global audience (Pinkman, 2005).

However, we need to consider the discouragement comments given by the reader to our students since it is an open medium.

Facebook is the newest CMC program started in 2004 at Harvard University and was aimed at connecting students (Bihr & Praus, 2008). Nowadays, facebook is available to anyone 13 and over as a Social Communities web. This application offers chance to publish personal information and connect people with each other. People can post their profiles, comments, messages, notes, and photos on facebook. They use it to share information like email, links to good web, photos and videos, to arrange real life events, and chats and to communicate in groups synchronously or asynchronously. Due to the lots of services on facebook, there many possibilities to use it as a medium of teaching and learning.

D. The strengths of Facebook

Brett (2009) says that there are at least five reasons to use facebook in learning process, they are: (1) it is personal and professional networking only differ in the content, not the tool, (2) students today grew up with this stuff, (3) there is a divide between the way they learn and the way we teach, (4) we are the digital immigrants!, and (5) teaching students the way they prefer to learn may improve engagement and attainment. These reasons show the great chance for us to use this medium in our learning process as many students use this media today.

There are some strengths of using facebook in teaching English. Related to the general advantage of internet, Warschauer, et al (2000) says that internet is "Resources for Teachers," describes the ways teachers can use the internet to communicate with their peers, particularly through e-mail or e-mail lists. Nowadays, these activities can be done through facebook. Facebook has many features, they are The Wall, Messages INBOX (and threads) & Chat, Friends, Pokes, Groups, Fan Pages & Adverts, Events, Photos & Videos (with tagging), Posted items & Notes, Shared items, Applications (Brett (2009). Basically, it is like email but it has more facility compared to email.

Then, teachers can add links within their facebooks to other online learning materials that help their students. This process can be done by copying the address to the "add link" option. Therefore, teacher can create their own hypermedia nature of the World Wide Web, as a medium computer-assisted language learning (CALL) by allowing and providing learners to explore and discover their learning paths themselves and offering them easy access to an on-line database of resources. Consequently, teachers need to explore some good online learning materials in the internet. Harasim et al. (in Krish, 2008:114) state that online teaching offers educators unique opportunities and challenges. Therefore by providing hyperlinked, facebook does not function as CMC only but can also integrate to Web resources for independent learning. Moreover, learners can be connected directly to the internet as the virtual library that has a huge amount of information valuable to English as a second language (ESL) teaching (Son, 2005; Warschauer & Healey, 1998).

Moreover, teachers can also post their own materials that can be read by all members of the group by using Notes. Notes are like blogs, but are more relatively closed to specific reader rather than blog. We can share anecdotes about good things that happened in class, publish thoughts about class content, tag students in notes, but do not embarrass them (Brett, 2009). Besides, we can also provide some reading materials, information and encourage students to write their own notes which can be read by all friends. Then, student can directly gives comment each other. Of course, it is a kind of interesting and motivating activities. Therefore, as a kind of CMC, it is potential to increase learner motivation since they can have feedback directly and work at their own pace (Marlia, 2002).

Besides, teachers can connect to other group with similar interest to provide opportunity to practice their English in authentic situation. Bihr & Praus (2008) stated that in facebook, there is a group of almost 900 academics and students who in engage in teaching and learning the link is http://www.facebook.com/group.php?gid=2408370557. Moreover, Bihr &

Praus (2008) stated that most of students use facebook, not only to chat or leave personal messages but also to communicate about educational subjects. Furthermore, many groups concentrate on university courses, study groups and help with homework are organized via facebook (ibid, 2008).

Furthermore, there are many applications that run within facebook which can support learning, such as wikis or groupware for studying are being developed for the sole purpose of education. One of the examples is "courses" http://www.facebook.com/apps/application.php?id=2791815712&ref=s, an application that lets people shares their schedules and organizes around classes. We can find some more e-learning application in facebook on http://www.didactalab.de/wp-main/?p=66. Here teachers need to select the useful applications for their students.

Moreover, compared with blog, facebook offers more control to the learners to limit their audience, so he can interact only with learners from the same class, different class, including participants that the learners do not interact with in class or even with native speakers within the group. Encouraging students to go beyond the classroom, and interact with new people, may be a better way to encourage learners' independence. Therefore, it will lead to greater motivation and a more authentic interaction. Furthermore, inter-class or inter-school facebook activities may work better for a global communication and motivating learners to use authentic resources outside of the class. In conclusion, based on some strengths of facebook above, it is a new medium in creating internet-based activities which focus on CMC and also as an online learning process.

E. **Principle Education in Using CMC: Facebook**

Many teachers are taking advantage of technology to provide learners with opportunities to continue learning outside the classroom as stated by Krish (2008:113). It is useful to maintain environments that motivate learners to continue learning even after class ends. The technology allows learners to work at their own pace, to have the freedom to choose their own materials and

their own pedagogical path (Blin, 1999: 136). Computer which connected to internet can be manipulated to provide students with an opportunity to learn, practice, and communicate outside the classroom with the target language.

Facebook provides an authentic communication and global venue in which learners can practice their language skills and find some material through various links provided by the teachers. Therefore, learners can learn through computer effectively depend on their needs and interest. It suits Ngeow's opinion (1999: 303) that computers play several roles in helping language teachers address learning styles and strategy development. It leads learner autonomy. Learner autonomy, as defined by Holec (in Pinkman, 2005), involves taking charge of one's learning and being responsible for all the decisions related to all aspects of the learning process including setting objectives, choosing methodology, and evaluating what has been learned.

Publishing their own writing in the internet and being read by many people are interesting, challenging, and motivating for many students. "Student Publishing" is new way of learning in the Internet era as compared with traditional classroom (see Warschauer, et al 2000). They explain how and why students are supposed to publish their own work on the World Wide Web. Since, it can "achieve the dual purposes of helping students become active masters of technology while sharing authentic texts with real audiences" (ibid: 66). By using facebook, students can publish their own works for limited readers.

Based on some principles above, it can be concluded that it will be useful to elaborate facebook as a tools in learning process. Facebook can be used to supports the learners practice their English in authentic environment. Since it is encouraged and motivated the learners to use the target language with his friends, teacher, or similar students from another county and native speaker.

F. The Role of teacher and Students

Facebook is already carefully used at universities, as a subject for research and as a tool to support learning (Bihr & Praus, 2008; Childs, 2009). It shows good impact on students learning and motivation (Childs, 2009). However, the activity is mainly conducted by individual teacher, rather than institutional approaches by teaching organizations. It can be understood as it requires computer literate and pedagogical principles to use this medium for educational purpose. As stated by Harasim, et al (in Krish, 2008:114) that in order to use technological tools for more effective and efficient teaching and learning, the teacher has to be IT literate, IT competent and also a lateral thinker, who can provide sound solutions to both technical and educational problems.

In order to achieve the condition, teachers need to have a firm theoretical foundation in the understanding of education so that innovative instructional approaches and IT can be utilized (Krish, 2008). Teachers need to understand the application of ICT to support their teaching and administration. Therefore, teachers must have learning theories and fully understand before creating their own eclectic techniques from a wide range of instructional approaches and media.

Encouraging students to go beyond the classroom, and interact with new people, is the best way to encourage learner independence. Teachers require pedagogical skills (providing feedback, facilitate interaction and moderating) especially in a technologically mediated environment for which many of today's teachers are either inadequately or totally unprepared (Dhanarajan in Krish, 2008:114). Moreover, Warschauer, et al (2000) suggest that pedagogical principles are more important than technological in nature, so observing them is essential since they remain useful guides even if particular tools change. The principles are divided into three areas: learning goals, teaching guidelines, and planning tips.

In this learning situation, Krish (2008:114) stated that teachers function as policy makers, educators and learners face many challenges

through new technologies. The teacher's role as a constructivist leader facilitates and promotes thinking skills among the learners (ibid: 114). It is very important to assist and guide learners for self-accessed, self-paced, self-directed learning, and self-assessment.

The use of facebook also shows the current cultural differences between teachers who slowly have to adapt to new technologies and students who grew up with digital communication (Bihr & Praus, 2008). The differences in media use and learning behavior between so called "digital native learners" and "digital immigrant teachers" are the table below.

The differences between digital native learners and digital immigrant teachers.

Digital Native Learners	Digital Immigrant Teachers
Prefer receiving information quickly from multiple multimedia sources.	Prefer slow and controlled release of information from limited sources.
Prefer parallel processing and multitasking.	Prefer singular processing and single or limited tasking.
Prefer processing pictures, sounds and video before text.	Prefer to provide text before pictures, sounds and video.
Prefer random access to hyperlinked multimedia information.	Prefer to provide information linearly, logically and sequentially.
Prefer to interact/network simultaneously with many others.	Prefer students to work independently rather than network and interact.
Prefer to learn "just-in-time."	Prefer to teach "just-in-case" (it's on the exam).
Prefer instant gratification and instant rewards.	Prefer deferred gratification and deferred rewards.
Prefer learning that is relevant, instantly useful and fun.	Prefer to teach to the curriculum guide and standardized tests.

From: http://www.apple.com/au/education/digitalkids/disconnect/landscape.html

Based on the roles above, it is obvious that teacher needs to understand on basic theory of learning and be ICT literate. Then, it does not mean completely leaving students to work by themselves, although independent learning is the ultimate goal of teaching. During the teaching-learning process, the role of teachers is mainly facilitating and motivating the students in implementing self-learning.

G. Technique of Using facebook in Learning

There are several techniques of using CMC especially facebook in teaching and learning process which have been reported to have been implemented successfully. Before doing it, we need to create facebook account first and create a group for the class. Brett (2009) gives some hints in using facebook for teaching:

Preparation

1. Have parents sign permission slip to be tagged the student on facebook.
2. Have the students as Facebook "friends" perhaps in a friend group that teacher can restrict. (Some students may be outraged that their lecturer 'be-friended' them but others may think it's pretty cool to be able to see a 'real life' side of the person who's teaching them).
3. Post and share URLs address (Weblearn material, Reading lists, Other online material)
4. Don't put your own material on facebook, just link to it
5. Post photos & videos (but watch copyright!)
6. Organise group work with facebook events.
7. Search for groups that cover your subject
8. Make a group and invite your neighbour to it – or join an existing one
9. Post something relevant to the group
10. Have a look at the Oxford network page and fan page

Moreover, remind the students to create a limited profile with controlled settings, friend you, and add you to the limited profile list (Brett, 2009). We can decide whether the students may show you: Photos, Videos, Status Updates, Friends, Posts, or Notes. Brett (2009) suggested that: Mini-feed and Photo Albums should be turned off, Limiting views to friend groups can help, don't show DOB and Home Address to avoid crime in the internet. However, posting appropriate photo is, actually, a good way to motivate the learners. Related to learning materials, it is better not to put in page since it will be owned by facebook administrator and will be seen by all "facebooker", while putting it in notes will be seen only by Friends.

While, Bihr & Praus (2008) stated that there are several possibilities for educators and institutions to engage in an appropriate way.

- Teachers actually can have their own profiles on facebook and easily publish learning material and run groups about their subject. They don't have to reveal much information about themselves and choose to be friends only with people they are friends with in real life or even have different groups of friends which they share only certain information with.

- Students can use social networking to find experts and fellow students to discuss and investigate about a subject. Especially for 'inquiry based learing' or 'learning through research' social networks are a great tool to find people who will help to solve a specific issue or learn more about a given subject or find instant communities of practice.

- With applications in Facebook being more powerful they can actually support other online e-learning systems or even be integrated with each other.

Besides, we can also create a group for our class or school. Groups allow us to manage basic information, memberships, photos, videos, links, officers, and a wall (Brett, 2009).

Alternative of Learning Process

1. Computer-mediated communication activities

Having discussion in the real communication media is a challenging activities. It motivates and encourages students to practice their English. They can share information about his feeling, ask question on the 'wall', and then give comment or opinion on certain information or question each other. Encourage students to use English and do synchronous activities by writing on the wall since it can be recorded and can be observed by the teacher continually. Stimulate the students to write anything in his wall. Provide some situation in which they practice some language function (such as like and dislike, disagreement, advice).

Besides, by using group, teacher can also put a certain topic to be discussed within the group weekly. The topic can be related to the reading

material in the classroom or a quotation from another site that relevance to the subject. Teacher can also ask each student to give his/her comment, suggestion, advice, disagreement, etc. For advanced class, encourage students to post some article, poem, which they made by themselves or quoted from other sites by writing the source. It will also invite various comments from students.

2. Collaboration and negotiation of meaning

Collaboration is defined as a process in which two or more learners need to work in together to achieve a common goal, i.e. completion of a task or answering the question (Beaty, 2003). It is an important activity to encourage social and thinking skills and mirror the way in which learners need to work after leaving an academic setting (Beaty, 2003). Moreover, in negotiating meaning, learners engage in discourse that provide opportunity for comprehensible input and output (Beaty, 2003).

In this case, facebook can also be used in conducting this activity. As CMC application, we can arrange students to work in group to collaborate and negotiate for certain task. It can be done by arrange them to discuss by using message and sending a copy to the teacher. The task is given by the teacher. For scaffolding purpose, teacher can also involve to help the learners.

3. Dialogue Journal Writing

Some teachers have used email to expose students to free writing is using electronic mail or e-mail (Intan, 2003). She said based on some research findings it shows that this activity gives good impact to the students. Dialogue journal writing is one type of free writing assigned activities that can provide such an opportunity to explore and experiment with the language (ibid, 2003). It serves as an alternative instructional writing tool as it has the criteria mentioned in Krashen's acquisition theory (Krashen year). In Krashen's theory, it is stated that an instructional tool should promote authentic usage of the language in real life situations (Intan, 2003).

Similarly, Facebook as CMC application can also be used in dialogue journal writing activities. This activity gives the opportunities to the learners where they can reflect, comment, question, review, discuss, and communicate outside the classroom in an authentic environment with their friends, teachers, or native speaker within the group. It can be done by writing in notes (or message) that can be read by all of the friends. In this process should be informed the criteria for the dialogue journal where they can write on any areas of interest. Then, encourage them to express their feelings, thoughts and opinions in their journals. If the dialogue journal is conducted in form message, they should respond to the message received. Both messages should be sent the teacher the copy.

4. Providing some useful link

Teacher can provide some online material that can be accessed by the students and do online learning through his facebook. Here teachers functions as moderator which choose some suitable material to the students. The material can be reading material, listening material, and writing material. This process can be done by writing the description of the material in the Wall and then add the 'link' in the space given. The useful links for example Voice of America Special English (http://www.voanews.com/specialenglish/) which serves online listening exercises, then ESL Independent Study Lab which provides over 225 Internet resources for ESL/EFL students. It can be add from http://www.lclark.edu/~krauss/toppicks/toppicks.html. Then, students are encouraged to do the exercise they are interested in and then give comment after trying such exercises.

5. Teacher supporting materials

Teachers can also add their own courses at Add Courses by clicking the link to http://apps.facebook.com/courses. It is the only application with instructor and course management functionality. Courses can be used without "Friending" your students but it can be accessed by global audience. However, this facility can be accessed by all facebook

readers not only the group of our students. So it will be a facebook property that can be access by anyone who has facebook account.

H. Some Minor Disadvantages

Besides its major advantages, there are some minor disadvantages that must be anticipated. Krish (2008:113) said that the advent of Information Communication Technology (ICT) has contributed to the significant area of innovation in language education. Today language teaching has become more interesting and complex and the role of teachers are fast changing. However, teaching and learning language in an online synchronous mode lacks the nonverbal and paralinguistic signals which are normally present in a face-to-face classroom (Krish, 2008:113).

Besides, Childs (2009) said that the informality in facebook led to bad manners and disrespect, but it is very infrequently and certainly not more often than occurs in email exchanges. According to her, those issues may be dealt with more productively on Facebook because discipline becomes less an exercise of power and more of a gentle reminder about social codes and recognition of expertise. Moreover, she said that it is foreseeable that students might misuse Facebook's informality to the teacher.

Moreover, teacher needs to be aware about plagiarism or cheated that might be occurred. However, it can be anticipate by reminding them to write their own ideas in the facebook. However, teacher can use http://www.plagiarism.org/ to check the plagiarism (Beaty, 2003: 165). This website will rate the likelihood of plagiarism on phrase and section level.

But all the negative effects on Facebook may be managed by creating clear boundaries and firmly maintaining the students. In short, using facebook in teaching is a new challenge for us now.

I. Conclusion

Facebook as an internet-based activity can be used for education and become a valuable tool for everyday learning independently. The teacher's role as facilitator is crucial in directing students to independent learning

process. The communicative approach and constructivism both promote interactivity and among students and teacher. Each of the major learning skills can be integrated by connecting the group to some useful sites which serve various skills to facilitate a more holistic learning.

The implication of this discussion is that if internet-based activity is to be implemented, teachers need to be literate in computer and have thorough knowledge of CALL especially CMC and online learning. In this case, teachers need training in how to develop and conduct communication among their students and provide some learning materials. There will be needs of literatures and researches dealing with CALL especially CMC to make them well informed and so that they can facilitate their students in its implementation.

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