

# Seamless Social Networking Course Design: An Preliminary Result of Indonesia-Taiwan Workers' Online Translation Course

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**Abstract:** Social networking platforms, such as Facebook, Twitter, Skype, WeChat and Line, are affecting and reshaping on people's daily communication. This phenomenon reveals that social networking platforms have the potential to be applied on learning field since communication plays an important part in learning behavior. A number of researchers have reported the promising results of integrating social networking platforms into formal and informal teaching and learning processes. However, less research described on how teachers conducting social networking platforms as tools in distance learning as students' environment for learning. Therefore, in this study, we propose an online course model that leads us to identify the model can increase the involvement of students during learning activities on social networking platforms. A preliminary observation description was conducted based on the design model we applied and we found that the model could be used to facilitate students' online learning process. Meanwhile, the students involved in the learning process mentioned that the use of social networking through this model has a positive impact on their studies. They also mentioned that the model can improve their involvement in their online English translation course which was the subject adopted in this study.

**Keywords:** Social networking platforms, Online course design, Learning activities

## 1. Introduction

The applications of social networking platforms have been using in many fields, and have the potential of applying in the education domain (Dabbagh & Kitsantas, 2012). Numerous studies reported a positive impact on students' academic experiences (Yu, Tian, Vogel & Kwok, 2010; Dabbagh & Kitsantas, 2012). However, integrating social networking in distance learning might not always lead to desirable outcomes. Some studies have suggested overcoming these weaknesses (Niu, 2017; Sembiring, 2018). For the learning purpose, while teachers are eager to design learning activities with social networking platforms, they should not only take advantage of the enhanced capacity of content distribution provided by social networking platform (Niu, 2017) but also need well-designed learning activities since learning has its method and unique approach. It is worth to explore how to design a good instructional and learning approach on social networking platform (Hung & Yuen, 2010). Currently, there have been few empirical studies investigating distance learning describe the model of learning activities design and enhance the effectiveness of social networking. Therefore, the goal of this paper is to establish an online social learning networking model that can enhance the effectiveness and involvement of students' distance learning. The preliminary result of Indonesian workers in Taiwan translation course using this model is reported and the result reveals a positive impact in their academic process using the model we proposed.

## 2. Social Networking Online Course Model

### 2.1 Steps to Design a Model

Before design learning content, as a distance learning course tutor, there are several steps the tutor should be prepared before applied. Following, each of the steps in the model's sequence is described:

Setting the objective of the lesson, Knowing students' background, Instructional strategy, Social networking application selection, and Evaluation.

## 2.2 Online Learning Model

In this study, Facebook is used through pre-class, in-class, and after-class because all the students were used to have Facebook for their interactions with their teachers, Skype is used only in-class because its video-conferencing facilitating, and YouTube as their video links to repeat and listen to the class is used in the after-class. In the beginning of the semester, the instructor explained to her class students the purpose of doing pre-class, in-class, and after-class activities. Figure 1 shows the model and their tools used.

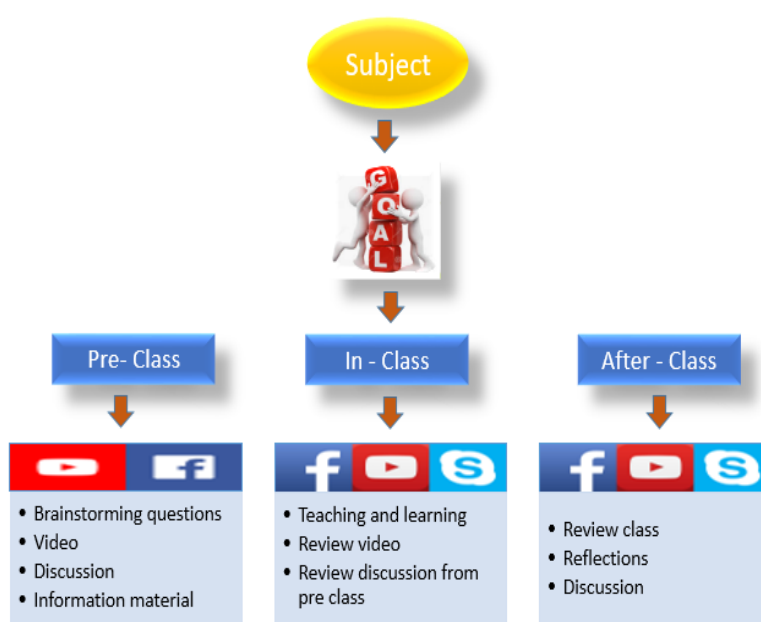


Figure 1. Online learning model.

Number	Standard Competence	Basic competencies	Activities			Material sources
	The students are able to:		Pre - Class (FB)	In - Class (FB and Skype)	After - Class (FB)	
1	Refine their language skills and learn to express themselves more accurately through intensive translation practice in both English – to – Bahasa and Bahasa- to _English.	Express their expectations and ideas on how to achieve them	Choosing the text they interest to learn in this course	Class orientation and syllabus discussion	Q and A English-to - Bahasa Word	Translation 789
2		Define what translation is and figure out the processes and problems in translation	Every students can write the tricks or what they bear in mind during translating the text	Discussing their tricks and look the different idea from other friend, explanation sample from text by teacher, self practice and discussion	reflection of new vocabularies and how to use it in the correct context on sentences	Translation 7 Modul 5 page 5.1 - Science and Technology- ( Communication Technology: Main Argument) English - to - Bahasa

Figure 2. Example of the syllabus.

## 3. Preliminary Results

### 3.1 Background of the Participants

6 students took the translation class for this study, their range from adult students and young high-school fresh graduate students. The adult students generally have left school for several years. They all are workers at a factory or as a caregiver. They are busy every day and even Sunday they need to work. They have been learning English in an EFL context for six years. They were rated from high beginning to low intermediated in English study context and as for

their experience with the Internet technology, most of them use Facebook, Line, Instagram, YouTube, Whatsapp, and Skype. They use primarily social networks for chatting with family and friends, share and post their feeling, study and business. However, they did not do pre-class, in-class and after-class activities in their English class. They were highly motivated and considered it is a good chance to join the Indonesia Open University distance English major translation course because they needed to work and have no time to go to physical university but through this way they could gain education at their working place.

### *3.2 Result Before Applied the Model*

The results obtained in the absence of this design are as follows: activities learning similar with traditional classes where only one direction occurred. To gain the first-hand observation and finding, the teacher also served as a researcher in this study. According to her observations, before applied the model, the students in their learning processes were passive, and the students were just waiting for instructions and not actively giving opinions. Due to the fixed class course design, the learning interaction occurred only once a week, and there was no discussion among fellow students even some of the knowledge could be already known by the other students.

### *3.3. Result After Applied the Model*

Using online course model elaborated above indicates that the students' positive attitudes toward tasks and learning process. The results are as follows: they could enhance their learning productivities in their busy time, could give their comments and questions to the pre-task or post-task anywhere and anytime they want. Meanwhile, the students demonstrated more active on participating the learning activities and did not miss the lesson because of their limitations in attending the face-to-face class. Finally, they had ubiquitous learning using social networking specially since they were workers and could not attend the physical meeting class.

## **4. Conclusion**

Given the positive results, social networking platform can be a suitable tool to increase students' motivation, foster independent learning and increase communication opportunities by using suitable design learning process. Limitations in this study are short time frame and subject that may not generalize on reliable results, small participants, and using qualitative data by a brief interview. Thus, more experimental studies are required to determine the influence of other variables on the improvement of the learning-teaching process and also more participants. Future studies also need to introspective data collection (during assignments) and retrospective (after assignments) support each other to produce more findings and make up for the shortcomings of each method individually. The group of participants namely adult students and young high-school fresh graduate students may count into account for analysis. The further comprehensive study may do quantitative research by observing that instructors maintain the entire project, such as frequent interactives contacts with students and notes from major events to track any changes in student motivation and involving in the discussion.

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