Facebook and Language Learning: Learners' Experiences in Learning English Grammar Using Facebook Group

Wawa Puja Prabawa
STKIP Pasundan
wawapuja@gmail.com

Abstract
People feel that web 2.0 technologies and social networking sites (SNS), especially Facebook, are closely associated for use in educational programs as a learning tool, especially for the purpose of teaching and learning English. Rather, it has been seen as a way for students to supplement their formal education by conducting research and reading articles outside of the classroom. What I Like About Facebook, it can create a group learning, Dr. Grammar is the example. It is a Facebook group for learners who have desire to learn English grammar. This study explores Facebook and language learning in the context of learners' experiences in learning English grammar using Dr. Grammar. Adopting a qualitative case study approach, it involved sixteen participants who enrolled Dr. Grammar through questionnaire and interview. Responses to Likerts-scale items were analyzed using percentage frequency response, while to yield a more in-depth analysis semi-structured interview was used to gain the participants' responses. The results showed that learners experience positive attitude toward Facebook group in learning grammar through Dr. Grammar. This study suggests that learners must be able to not dependent on the teachers itself, they are allowed to learn and explore the use of technologies and social networking in fostering learners' autonomous in the learning process.

Keywords: facebook, facebook group, language learning, learning grammar

INTRODUCTION

Facebook is a commonly used example of web 2.0 technology and social networking service. It is currently used by millions, and an increasing number of classroom teachers are utilizing it as well (Al Mubarak A. A., 2016; AlSaleem, 2018; Kitchakarn, 2016; Mills, 2011; Omar, Embi, & Yunus, 2012). Many people have a positive impression of Facebook because of the company's efforts to improve schools (Baldwin, 2014; Gamble & Wilkins, 2014; Kitchakarn, 2016). Therefore, this social media tool has been implemented to improve and facilitate second language learning amongst pupils (Locyker & Patterson, 2008; Nakatsuka, 2009). When Facebook was introduced into the classroom, students' engagement, motivation, and overall happiness increased (Wang, Lin, Yu, and Wu, 2012).

Due of Facebook's pervasiveness in the lives of today's students, including the platform into a pedagogical framework may help them practice language skills outside of the classroom (Omar, Embi & Yunus, 2012). Learners are inspired to study because they see that their efforts on Facebook are paying off in the form of an improved ability to communicate in the target language. Facebook's functionality and user-friendliness make it an excellent learning platform. Students can use it as a resource for learning outside of traditional classroom settings (Kitchakarn, 2016). Facebook is a powerful catalyst for learning and may be used as a learning improvement tool to promote constructivism and authentic learning in online settings (Toland, 2013). Furthermore, there is a lot more to learning English than just sitting in a classroom. Opportunities to expand one's linguistic horizons can be found in social networking sites like Facebook (Chotipaktanasook, 2016).

Davis's (1995) Technology Acceptance Model (TAM) has evolved in response to the proliferation of technology over the past few decades (1989). Whether or not the benefits of utilizing the technology exceed the time and effort required to learn it and implement it into daily work is a major factor in whether or not individuals adopt new information technologies (Davis, 1989).

Davis proposed thinking about PU (perceived usefulness), PEOU (perceived ease of use), and attitudes toward usage (PEOU) as you try to solve the problem (ATU). Davis defines "PU" as "the thinking of a person that technology delivers benefits;" "PEOU" as "the thought of a person regarding how easy it is to utilize technology;" and "ATU" as "the thought of a person regarding how technology is seen" (Kitchakarn, 2016, p. 54).
In other words, educators can benefit from students' preexisting familiarity with modern technology by employing it in the classroom in the form of social networking sites. Using Facebook as a learning tool should be promoted because it can drive students to learn and improve their language skills. While there have been many reports on the efficacy of Facebook as a tool for language instruction, very less detail students' actual encounters with the platform in the context of self-guided study via Facebook groups. The goal of this research is to shed insight on how people are using the Dr. Grammar Facebook group to study English grammar. Student perspectives on their interactions within the Facebook group were explored.

METHOD

This study used a qualitative case study methodology to analyze the experiences of English grammar learners in a Facebook group called "Dr. Grammar." Dr. Grammar selected 16 students at random and enrolled them as volunteers. The majority of participants had used Facebook for over two years, and had been members of Dr. Grammar for one year. They were all acquainted with Facebook and conversant with Dr. Grammar.

Both the survey and the interview were conducted in Bahasa Indonesia, and both components included the use of a three-point Likert scale and a semi-structured interview format. The Likert-scale questions were adapted from those used in a study by Kitchakarn (2016) that looked at how students felt about using social media to improve their language skills. In the survey, we asked students how they felt about three different aspects of Facebook: (1) how simple it was to use, (2) how helpful it was, and (3) how they felt about being involved in Facebook events. Questions on the students' experiences with Dr. Grammar were included in the interview section.

Data were analyzed using transcribing the interview in terms of learners’ experiences in learning English grammar. Responses from the questionnaire were tabulated using frequency percentage response and also reviewed for patterns through the ease of use, usefulness and attitudes toward the Facebook usage.

RESULTS AND DISCUSSION

A questionnaire was administered to determine the experiences of English grammar learners with technology, social networking sites, and Facebook. It was divided into three major categories: (1) learners' experiences with Facebook's usability; (2) learners' experiences with Facebook's utility; and (3) learners' attitudes regarding performing activities on Facebook.

**Learners experiences toward the ease of use of Facebook**

Table 1 displays the overall frequency of learner experiences with Facebook's usability. When examining each factor, it was discovered that students felt at ease when using Facebook due to its adaptability (100%). Participants believed they could access it from anywhere and at any time. It was backed by the remarks of some participants: "The time is flexible; it can be accessible anywhere; we can modify our time to the learning time; and it simply operates the mobile phone anywhere, whether we're on the clock or not."

Similarly, 81% of participants believed that Facebook made the grammatical content easier to comprehend than in the classroom. This was proven by the words of a few participants: "It is simpler to comprehend grammatical information on Facebook than in the classroom because the materials are tailored to the participants' level."

Identical participant responses also favored Facebook, compared to the classroom, when finding grammar material information (88%). As the participants said: “The materials given are completed by good explanation, exercise and discussion. There is
a supporting persuasion to practice what had been learnt. In addition, there is also challenges in the form of quiz, in terms of a program, named Test Your Grammar (TYG).”

**Table 1. Frequency of responses of learner’s experiences to ward the use of Facebook**

<table>
<thead>
<tr>
<th>Questionnaire items</th>
<th>Disagree (%)</th>
<th>Neutral (%)</th>
<th>Agree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Facebook is easier to access form my mobile phone</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>It’s easy to understand grammar material on Facebook than in the classroom</td>
<td>0</td>
<td>19</td>
<td>81</td>
</tr>
<tr>
<td>Facebook is easier to find grammar material information than in the classroom</td>
<td>0</td>
<td>12</td>
<td>88</td>
</tr>
</tbody>
</table>

**Learners’ experiences toward the usefulness of Facebook**

Regarding Facebook usefulness, results showed that participants had positive experiences. In particular, participants had used Facebook as a good place to learn. 69% participants claimed that Facebook was a good place to concentrate in learning. As participants said: “It’s better to learn in Facebook than in the classroom. It can give more concentration. There are some distractions in the classroom that derives from friends and the learners itself that they can’t concentrate well.”

Furthermore, the participants also viewed Facebook as a good place to get material outside the classroom (75%). They argued that “the material given in Facebook is easier to be obtained and the questions discussed as well. In addition, the participants (82%) felt that they could access the Facebook’s link easily. They could access the link and downloaded the materials easily. It’s in line with the participants’ statement: “The tutor gives the module for free and it can just be downloaded easily from the link given.”

Positive participants beliefs (94%) shown here toward the usefulness of Facebook suggested that Facebook was a good place to contact tutor outside the classroom. They claimed that it was easier to consult and discuss the material with the tutor than the teacher in the classroom. As participants pointed out: “The tutor is friendly, humble and open-minded for every question asked. He is also easily be contacted.”

**Table 1. Frequency of responses of learner’s experiences to ward the usefulness of Facebook**

<table>
<thead>
<tr>
<th>Questionnaire items</th>
<th>Disagree (%)</th>
<th>Neutral (%)</th>
<th>Agree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Facebook is a good place to concentrate in learning</td>
<td>0</td>
<td>31</td>
<td>69</td>
</tr>
<tr>
<td>2. Facebook is a good place to get material outside the classroom</td>
<td>0</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td>3. Facebook is a good place to access links to resources provided by tutor</td>
<td>0</td>
<td>18</td>
<td>82</td>
</tr>
<tr>
<td>4. Facebook is good place to contact the tutor outside the classroom</td>
<td>0</td>
<td>6</td>
<td>94</td>
</tr>
</tbody>
</table>

**Learners’ attitudes toward doing activities in Facebook.**

Concerning the learners’ attitudes toward doing activities in Facebook, results indicated that participants’ responses were moderately positive. The majority participants felt convenient in doing activities in Facebook (88%). They believed that “The method proposed by Dr. Grammar is very convenient. It makes grammar, seemed to be difficult, become easier to understood.” In addition, participants had positive attitudes (75%) toward doing activities in Facebook that can increase their capability. As the participants reported that they increase their capability in grammar after using Dr. Grammar. They
believed that their grammar capability increased as they conducted an interview, made a sentence and improved their level, from beginner to intermediate level.

Participants' sentiments toward Dr. Grammar's activities, such as discussion and quiz programs, were overwhelmingly positive (100%) according to the data. As expressed by the participants, "By offering a quiz and a wonderful program, Dr. Grammar has inspired me to study more about grammar," which indicates that they understood less about grammar before becoming Dr. Grammar's participants and now know more.

Responses to improving my English, especially in grammar, the majority of participants largely favored Facebook as a possible educational tool for learning grammar (94%). This was evidenced by the participants in their statements: “It’s very helpful in learning grammar in Facebook. After joining Dr. Grammar, subject and verb can be distinguished, it can give more insight about tenses, it also improves the self-esteem.”

Regarding the increasing of grammar knowledge, Facebook was viewed as a tool where the participants can increase their grammar knowledge (100%). Hence, participants were able to make a greater grammar knowledge by obtaining insights from Dr. Grammar. The activities in Facebook could have facilitated a better understanding of grammar than in the classroom. The participants believed that they became easier in answering English questions, became more confident in speaking, writing and listening became easy to understood as well.

Tabel 3. Frequency of responses of learner’s attitudes toward doing activities in Facebook

<table>
<thead>
<tr>
<th>Questionnaire items</th>
<th>Disagree (%)</th>
<th>Neutral (%)</th>
<th>Agree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Doing the activities in Facebook in convenient</td>
<td>0</td>
<td>12</td>
<td>88</td>
</tr>
<tr>
<td>2. Doing the activities in Facebook can increase my capability</td>
<td>0</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td>3. Doing the activities in Facebook provide me with a motivating learning environment</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>4. Learning new grammar in Facebook is helpful for improving my English</td>
<td>0</td>
<td>6</td>
<td>94</td>
</tr>
<tr>
<td>5. I increase my grammar knowledge through the activities in Facebook</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

The data indicate that students felt at ease when utilizing Facebook groups as a medium for studying English grammar with Dr. Grammar. One of the explanations may have been the use of the user-friendly Facebook group. They found mobile phone access to the group to be quite convenient. They may access it from anywhere at any time. The Facebook group was considered as a tool to facilitate students' grasp of grammar. In addition to the perceived simplicity of use, the Facebook group made it easier to locate information about grammar.

In terms of perceived utility, Facebook was considered as a better location to focus on learning grammar than the classroom. The function of Facebook itself makes learning outside of the classroom more relevant by facilitating the acquisition of material. Aside from that, there were additional features of the learning environment that they would find valuable, such as access to resources and communication with the instructor. Regarding the attitudes of the students on the usage of Facebook for the activities, they have a positive stance. Additionally, the conclusion was similar to those of past studies, which also discovered a good attitude toward Facebook as a learning aid (Gamble and Wilkins, 2014; Kitchakarn, 2016; Tashir, Harun & Shukor, 2011). This is likely due to the fact that learners recognize Facebook's value as a learning tool through the tasks they are required to complete. It allowed them to acquire grammar outside of the classroom. Facebook gave a fantastic venue and opportunity to learn more about grammar. They
were able to boost their grammatical comprehension. Based on the data, it was also possible to conclude that the attitude of the learners was positively related to their perceptions of the usefulness and utility of the material. It may be concluded that Facebook is responsible for a happy mindset. Students were familiar with Facebook due to their use of the platform for social activities. Facebook's ease of grammatical comprehension validated a favourable attitude among students. In this light, Facebook was also seen as a useful learning tool, as it became a good place to get situations such as focus, content comprehension, the acquisition of new learning resources, and conversation.

CONCLUSION

In conclusion, students have a favorable opinion of the Facebook group for learning grammar through Dr. Grammar. In light of good participant comments, the learning via Facebook group can be viewed as a promising platform for educational programs and a tool that could promote autonomous and self-directed learning among students. It gives an alternate platform for language learning support. Consequently, it could also enhance learners' confidence and capacity to provide a more effective and comprehensible learning process. As Facebook has become an integral part of the lives of students, its use as an educational tool is no longer debatable, given the widespread belief that social networking, technology, and education are interconnected. Learners must be able to function independently of the instructor. It is permitted for them to learn and explore the usage of technologies and social networking in encouraging learner autonomy.

BIBLIOGRAPHY


Facebook and Language Learning: Learners’ Experiences in Learning English Grammar using Facebook Group

W. Puja Prabawa

---

Developing and Evaluating Learning Materials, pp. 69-84.


