

Chapter Two

Literature Review

This chapter reviews the theory and some studies related to this research. In this chapter, the researcher writes some essential studies from the previous research, books, and journals related to this research. In this literature review, the topic composes an overview of Facebook, Facebook as an online medium for learning English and the roles of Facebook as an online medium for learning English. In the last of chapter two, the researcher also puts the review of related studies.

An overview of Facebook

The development of technology and communication is great influence for people's life since it leads for improvement of social networking site like Facebook. As the development of the technology, Facebook makes the world to be more affordable for people because they can access new information and new worldwide friends. Thuseethan and Kuhanesan (2014) said that the ultimate goal of Facebook is to make the world to be connected. Facebook also comes up as important lifestyle and tool for the communication among young people since it allows the people to do and gain anything which they need. Hence, Facebook can give great influence on humans' life nowadays.

In addition, Facebook is essentially created for students. Ibrahim (2013) stated that Facebook had been developed by Mark Zuckerberg in 2004 with his college friends and fellow Harvard university students Eduardo Saverin, Andrew McCollum, Dustin Moskovitz and Chris Hughes initially created for Harvard students but it was expanded to other university. Then, it became famous among

people all over the world. Cain (2008); Vivian (2011); Madge, Meek, Wellens and Hooley (2009) as cited in Montoneri (2015) revealed that Facebook becomes popular among undergraduates in the US, Australia, and Great Britain. Besides, Fox, Morris, and Rumsey as cited in Madge, Meek, Wallens et al (2009) asserted that Facebook also becomes crucial social domain and tool for communication among young people.

Blattner and Lomicka (2012) stated that more than a billion worldwide people use Facebook as a regular basis for personal and business purposes. From the statement mentioned, it is considered as a useful networking system which can be used for sharing news within seconds. In this way, it contributes to academic life as well as personal communication. However, the role of Facebook in academic life does not fulfill the willingness as it was expected to. Cavalli, Costa, Ferri, Mangiatordi, Micheli, Pozzali and Serenelli (2011) revealed that Italian students used Facebook for academic purposes, and they mostly used it as a communication tool. Besides, most of them were not aware of what was web 2.0 tool.

Besides, the people nowadays get influenced by Facebook which makes them technologically biased to only one site. Apart from the statement mentioned, there is always a fear for maintaining privacy in Facebook. Besides, the fear of people can increase gradually with the modernization of world hacking system. Cavalli et. al (2011) stated that people point to the negative side of Facebook rather than appreciate it.

Sen (2016) stated that Facebook now is used as a depression machine where the people can write whatever they want. The people with more friends on Facebook tend to write by updating long status on Facebook wall and talk less, but

they get quiet in real life. Besides, Sen (2016) stated that nowadays, many people are antisocial network because today people spend a long time in Facebook without engaging in any productive work. Also, it is used as a tool for leisure to many students who are greatly affected in a negative way.

Sen (2016) said the MIT Technology Review revealed Zuckerberg's new plan for upgrading Facebook in the next 10 years. Sen (2016) stated that for the facilities which the regular users will achieve are the use of bot, live video, photos and video, being social through virtual space and upgrading new system in wireless. Besides, Facebook nowadays intends to give the designs for these new technologies for free. Also, it expects telecommunication companies which will be adopted. It might be useful for teaching and language development as well if it can be operated in a right way. In this case, the role of parents and teachers are important for guiding the young generations as the students in using Facebook. Therefore, the people can use Facebook in right way and get the benefit from Facebook.

Facebook as an online medium for learning English

Facebook is a social networking site which is familiar to the students and has different usages among the students. One of the main usages of Facebook is to connect with other users, and Facebook is used as intermediary tool to connect with the peers, classmates, lecturers, or friends to get new information. Bosch (2009) found that the students use Facebook for social connectivity to meet their group, peers, lecturers for sharing information, or the activities on Facebook. Besides, the students also can use Facebook for general purpose like personal texting and writing something in the Facebook wall, so their writings of posts can be seen by

their friends. Bosch (2009) found that the students of University Cape Town use Facebook for general communication. Facebook is also helpful for the students in solving the problem in learning. Bosch (2009) said that Facebook friends help the students to identify and find the learning material through internet. They also can find new worldwide friends whose have different culture and race. He also added that through Facebook students can have friends to across the group or race. Besides, the students can share anything through Facebook like their interest, habit, culture, education, language, and others related to the use of Facebook.

Furthermore, Facebook can be used as a medium for learning. Some researchers identify and recognize that Facebook is useful as an online medium learning. Mills (2009) said that the use of Facebook as a valuable environment of experience and being involved in learning seems to be relevant because they feel more fun and enjoyable. He also added that the students can improve their ability to communicate through Facebook, interaction, and discussion. Kabilan, Ahmad, and Abidin (2010) asserted that the students believed that Facebook can be utilized as an online medium to facilitate the learning of English since it leads to improve the language skills, confidence, motivation to communicate in English, and a positive attitude towards learning English as a second language. Hung and Yeun (2010) showed that social networking can be used to host events, debates, review, aggregate the resources, support courses and reading, provide space for discussing ideas in learning design, expert elicitation, and consultation as well as allow the users to gain and share intelligence of delivering the ideas.

Facebook becomes effective tool for learning English. Amsha and Alkhalaf (2014) said that Facebook becomes effective tool for the students to learn English.

Tarention and Graf (2009) found that the students are able to share links and multimedia such as photos or videos easily through Facebook with the result that they get information which they need easily. Wu and Hsu as cited in Simpson (2012) said that the students feel less stressful because Facebook is pressure free environment in virtual community. Facebook also provides many topics so that the users are allowed to choose the topic based on their interest. Amasha and Alkhalaf (2014) maintained that utilizing media technologies which are comfortable to the students like Facebook for learning will make successful learning by putting into the creative, interactive, and collaborative practices of the learners. Thus, Facebook becomes attractive to be used as medium for learning English. Ellison, et al. as cited in Mislaihah (2015) maintained that Facebook comes up as the interactive feature, and it attracts the users to play and enjoy with it to be operated as attractive social media.

In addition, Facebook provides the effective tool for learning by using the Facebook feature. There are many activities can be done by learners through Facebook such as discussion, reading, writing, group discussion, structured learning, and others. All of those activities on Facebook give the impact among the students. Scarpell (2009) stated that Facebook includes the improved critical thinking, sharing new information, motivation, and interpersonal skill. Yee (2007) said that the internet plays as the important role for young people to have multi connected network across the world. Regarding the statement mentioned, the internet is the virtual world which meets virtually without the interface or face to face which are beneficial for shy or introvert people. Moore and McElroy (2012)

said that introverted students are more likely to use Facebook to express their opinion.

According to Liu (2010), Facebook has the potential aspect to be a valuable resource to support the students' educational communication. Besides, Facebook is considered the most popular platform for online social networking among the students. From the statement mentioned, it is also considered as the latest example of communication technology which has been widely used by the students. Robyler (2010) asserted that the students are really open to the possibility of using Facebook and related to the technologies to support learning process. Therefore, Facebook is supportive used as a learning tool for the students as well as the teaching media for the teachers in teaching and learning process.

The roles of Facebook

Facebook is currently highly used by the students because the technology has the potential aspect to become a valuable resource in order to support their educational communications and collaborations. Besides, the students are interested and frequent engagements toward SNS (social networking sites or social media) as medium for communication and gain the information. SNS are online platforms that people use to build social networks or social relationships with other people who have similar interests, careers, activities, backgrounds, or real-life connections. Also, it has a good impact on the students' learning process. Kabilan, Ahmad, and Abidin (2010) defined that Facebook can be an online learning medium to assist the students in learning English language in order to improve their language, confidence, motivation, and attitude. Hence, each role of Facebook is explained in the following paragraphs in detail.

Improving the English Skills. Facebook is an alternative medium for practicing English language in writing, speaking, and reading. Besides, the informal learning experiences are shown as a bridge between social media and academic content. Yunus and Shalehi (2012) said that learning process in the informal learning or the use of technology meaning in the negotiation, construction of knowledge, personal interaction or group interaction, and formation of relationship are important. Selwyn (2007) asserted that Facebook holds the personal interaction and social interaction which play as the strong role in learning process, and it reflects good model of learning toward the active users in the participation.

To develop a good writing, the students need another English skill including reading. Besides, Facebook provides many topics which can be chosen by users as reading media. Sa'aleek (2015) said that the student can practice the reading on Facebook. Also, reading activity on Facebook is useful for the users in developing the ideas for writing because they get the knowledge from the reading. Mislaihah (2015) said that reading activity on Facebook helps the students in developing their ideas in writing. In addition, the reading activity gives positive impact on acquiring the English words. Monica, Anamaria, and Mirabela (2014) showed that the students can their vocabulary performance and confidence after being exposed to an expanded vocabulary via Facebook as it compares to the case of students' benefit from traditional instruction only. On the other hand, Sa'aleek (2015) maintained that Facebook can be used to improve students' writing skill. Yunus and Salehi (2012) said that Facebook can be used as medium for developing in writing by utilizing the features on Facebook to learn new vocabulary by reading other

people's comments towards the students in groups, discussions in getting ideas to write, and spelling check by peers. This feature provides many opportunities for users especially for the students to practice and improve their writing skills because they play active role to comment about their friends' status. Kabilan, Ahmad, and Abidin (2010) stated that the students learn new sentences by reading the comments on Facebook posts.

There are many activities which can be done by the learners in Facebook such as discussion, group discussion, structured learning, and others. The discussion on Facebook gives the impact among EFL students. Tynes (2007) said that online discussion creates the opportunities and improves their critical thinking and argumentation skill. Scarpell (2009) added that students can develop the critical thinking, sharing new information, motivation, and interpersonal skill through the discussion on the Facebook. Yee (2007) stated that the internet plays an important role for young people to have multi connected network across the world. Sa'aleek (2015) stated that Facebook can enhance the students' English communication skills. On the other hand, through Facebook, the students can gain knowledge or skills from the speakers of English and engage in authentic asynchronous and synchronous interaction. Besides, Sa'aleek (2015) asserted that Facebook promotes the students' centered approach that usually leads to the improvement of the learners' language proficiency and growth.

Confidence. Bosch (2009) stated that Facebook is known as a reputable learning tool because of the feature to send notifications. Besides, Facebook gives the students an easier access to help and guidance from the teachers because of the available time to access Facebook. Montonori (2017) said that the students have an

easier time in solving the problems because they can send the message to their teachers whenever and wherever they are through Facebook. In regards to the statement mentioned, Facebook may be due to the different characteristics of each student. There are some students who are more open to talk directly, and some students prefer to express the opinions through the text. Moore and McElroy (2012) stated that introverted students are more likely to use Facebook to express their opinion. Ellison, Steinfield, and Lampe (2007) also defined that Facebook lowers the barrier of students who are lack the confidence to participate or respond through other means.

In addition, Thurairaj, Hoon, Roy and Fong (2015) said that the use of social networking sites such as Facebook, Twitter, and other platform to enhance English proficiency as long as these sites can be accessed worldwide. Besides, it allows the people all over the world to post and share their thoughts, feelings, news or articles. These services encourage the users to use English as international language to post and interact in their account to be reachable by users around the world. Thurairaj, Hoon, Roy and Fong (2015) defined that those who prefer to use English when communicating with friends in social networking sites which indicate that they have a higher level of confidence on their English proficiency. Furthermore, Facebook also impacts the process of acquiring vocabulary because they are more open to others through Facebook rather than in class. Monica, Anamaria, and Mirabela (2014) showed that the students can improve their confidence through Facebook as compared to the traditional instruction.

Kabilan et.al (2010) argued that participating in Facebook can improve the confidence of students in communication skills using English, writing and being

dare to communicate in English. Kabilan et.al (2010) said that students increase the students' confidence level because they are able to practice using English in Facebook with the native users of English, express their feelings in English to their friends, and use English for practical purposes which are not governed by linguistic rules and exposed to an English language learning in Facebook. Additionally, Facebook also can give the positive impact to improve the students' English writing skill, and it can also make them to be more open to talk about their privacy. Also, Chartrand (2012) said that by using Facebook, the students can get more confident in their English writing skill and become more open to talk about their private lives online.

Motivation. Montoneri (2015) showed that Facebook has a positive impact on students' motivation. Simpson (2012) said that the students feel comfortable when using Facebook to discuss the assignments. Besides, Rios and Campos (2015) defined that students feel really motivated to use Facebook in learning purposes, and most of them have accessed the information posted in the Facebook groups. Besides, Facebook can influence on the students' motivation. Scarpell (2009) asserted that Facebook can improve the critical thinking, share new information, increase motivation, and improve interpersonal skill.

Kabilan et.al (2010) said that the students agreed that Facebook can be an environment for enhancing students' motivation to communicate, read, and write in English. They also added that direct communication with friends on Facebook who are excellent in English can teach or motivate to communicate in English. Mislaiha (2015) asserted that the students engage themselves actively in the online environment in order to exchange their ideas and experiences without feeling shy,

being discriminated, and fear. Bicen and Uzunboylu (2013) said that Facebook is a supportive learning environment which can increase the students' interests in lesson and make enjoyable learning process.

White (2009) stated that by creating a discussion group in Facebook students can involve in their own learning and begin to use English for informal communication. Hein as cited in White (2009) asserted that the use of online discussion groups offers a new relative avenue which the learners can take an active role in the learning process. Besides, Thomas (2002) said that online discussions promote the high levels of cognitive engagement and critical thinking. Shetzer and Warschauer (2000) asserted that electronic approach has also been found to allow the students to contribute to their learning at their own pace and not get interrupted by learners who have greater competence.

Attitude. Kabilan et.al (2010) said that participation in Facebook has included a more positive attitude towards learning English as second language. They also added that the interaction with friends uses English every day in Facebook, and searching for friends from other countries just to communicate with can give the positive attitude towards learning English. Blattner and Fiori (2009) stated that the need for friends as the audiences where the Facebook can easily and effectively enhance their learning while simultaneous offers the constructive educational experiences in maintaining privacy and safety. Besides, the feature from Facebook which gives more positive attitude towards learning English is online games. Kabilan et al. (2010) argued that the students have learnt from the provided online games because they are required to understand proper English in order to have fun and play the game in Facebook. Playing online games in

Facebook requires English as well to understand the instructions in online game. From those activities, the students are encouraged to learn English because they will meet new people from all over the world, and they have positive attitude of English as language. Sa'aleek (2015) revealed that EFL students show the positive attitudes towards English as a language by spending much time in learning English.

Moreover, Blattner and Fiori (2009) said that Facebook is a powerful learning tool which is not only built of synchronous and asynchronous technologies which have transformed learning but also has extended the reach of the communicative tools. Eren (2012) stated that Facebook can be useful as an educational learning tool because most of students love spending time on Facebook such as exercising videos and sharing in group discussion in improving their language skills. Although there is not much study considering the academic use of Facebook, but the teachers must be aware about optimizing it as learning media. Bosch (2009) maintained that the educators become aware of the possibilities for reaching the students with learning materials via Facebook. Sa'aleek (2016) defined that Facebook can help to increase the students' motivation and enhance the students' achievement by affecting students' attitude and helping them to feel more independent. Generally, the technology has the proven potential to promote EFL students' learning motivation, and the computer technology can help them to strengthen their linguistic skills, affect their learning attitude, and build strategies and self-confidence.

Review of Related studies

The researcher has found two journal articles which can support this research. These two journals are used as the references and the basic theories of this

research. The first study was conducted by Kabilan, Ahmad, and Abidin (2010) entitled “Facebook: An online environment for learning of English in institution of higher education”. This study was aimed to investigate if the university students consider Facebook as a useful and meaningful learning environment which can support, enhance, or strengthen in the English language learning. Quantitative approach and survey design was used in this study. The instrument used in this study was a questionnaire that consisted of two sections. Section A used to know demographic information of the students and their language usage and section B used to know information on the students' practices of Facebook consisting 16 items. Besides, the respondents of this study were 300 students at University Sains Malaysia (USM), Penang. The findings showed that the students believed that Facebook could be utilized as an online environment to facilitate the English learning. Moreover, learning English through Facebook was incidental because the technologies of Facebook and features which characterized Facebook were able to engage the students in meaningful language based on activities even though their initial intention of joining Facebook was to socialize. Besides, Facebook could also improve the students' English skill, confidence, motivation and attitude in learning English.

The second related study to this research was about “The Students' Perceptions of English Language Learning in The Facebook Context” conducted by Sa'aleek (2015). The study aimed to explore the students' perceptions towards learning English in the Facebook context in following four treatments, language improvement, confidence, motivation, and attitude. Quantitative approach and survey design was used in this study. This study used questionnaire as the

instrument for collecting the data needed consisting 17 items. The research samples who respond in the study were 65 students in the Department of English Language and Translation in Unaizah Community College and Arts and Science College at Qassim University in Kingdom of Saudi Arabia. The findings of the study revealed that the EFL students believed that Facebook could be an online learning environment facilitates, supports, and encourages to their English language learning. In addition, the findings also indicated that the students' motivation and confidence towards English language learning could be improved through Facebook. Hence, this study also revealed that the students had a positive attitude to use Facebook as a tool for learning.

Those two studies above were researches which were in line to this research. Both of these studies equally examine about Facebook as an online medium for learning English and had the same content. There are only differences in the number of respondents, research settings and type of questionnaire. All studies showed that Facebook has a positive impact on English learners. Moreover, the research conducted by Kabilan, Ahmad, and Abidin (2010) has more detailed results than the research conducted by Sa'aleek (2015). In the research Kabilan, Ahmad, and Abidin (2010) not only included positive finding but also included negative finding of Facebook. Other than that, the type of questionnaire used in Kabilan, Ahmad, and Abidin (2010) was the structure questionnaire and the open ended questionnaire. This point gave more detailed result and more reliable result than other research. Considering the differences between the two studies, researchers wanted to do this research. Both of these studies have similar topics, methodology and instruments that can be used as guidelines in this research

because all of these studies were in line to this research. In contrast, participants in this study were students from the English Department of Education which may have different finding.