

Chapter Four

Finding and Discussion

In this chapter, the researcher reports the findings based on the data analysis and the discussions of the findings. The research findings show the data obtained from the analysis results to see the roles of Facebook as an online medium for learning English. There are two findings found in this research. Those findings are the students' general activities on Facebook and the roles of Facebook as an online English language learning environment.

Students' General Activities on Facebook

The purpose of this research was to determine students' perceptions of Facebook's roles in learning English. However, the researcher also wanted to find out the students' general activities on Facebook in order to find out how important Facebook for students for learning English is. Therefore, this section consisted of length time of Facebook member, language used on Facebook, and frequency of logging into Facebook.

In the first finding, the researcher gave the question related to the length of time of being Facebook member and the answer choices consisting of 0 – 2, 3-5 and 6-8 years. In this section, the researcher analyzed the data by seeing dominant score to know results. Therefore, the result showed from the lowest score to the high score, and it was shown in the following table.

Table 6				
<i>The Result of the length time of Facebook members</i>				
	Years			Total
	0-2	3-5	6-8	
Frequency	18	51	81	150
Percentage	12.0 %	34.0 %	54.0 %	100.0 %

The above table showed the responses of respondents regarding the length of time as Facebook members. Besides, it was found that 12.0 % of the students had been the Facebook members for 0-2 year. As another result, it showed that 34.0 % of the students had joined Facebook for 3-5 years, and 54.0 % of the students had become Facebook members for 6-8 year. To conclude, the majority of ELED students at a private university in Yogyakarta had become Facebook members for 6-8 years.

Table 7						
<i>The Results of the language used by students for Facebook activity</i>						
Language Used	Never	Rarely	Sometime	Often	Always	Mean
Indonesia	3	15	30	78	24	3.60
English	12	36	84	18	0	2.40
Mix Indonesian and English	12	15	87	33	3	2.52

The second section of the first finding was about the result of the language used by students for Facebook activity. In this part, the researcher knew about the language used by students for the Facebook activity such as using Indonesian

language, English language, and mixing about Indonesian and English to post the feeds. The researcher gave the options about the degree of language used by the students such as never, rarely, sometime, often, and always. Besides, the researcher analyzed the data using descriptive statistics by seeing the highest mean score of result.

The above table presented the results of language used by students for Facebook activity of ELED students at a private university in Yogyakarta. The mean result of each item showed the frequency of each language used by the students. The mean result for Indonesian language was 3.60, the mean score of English language was 2.40, and the mean score of mixed Indonesian and English was 2.52. That way, it could be classified that the highest mean score of the result was Indonesian language, and the lowest mean score was English language. The frequent language used by students for Facebook activity of ELED students at a private university in Yogyakarta was Indonesian language and mixed language both Indonesian and English language. The indication of the results indicated that the participants of this study were not native English speakers, but they were EFL students so that Indonesia language came up as their mother tongue language. For the reason, the students used their mother tongue and mix both their language and English in Facebook activity. Regarding the statement mentioned, it showed that the majority of students still used their English for Facebook activity in which they practiced their English language outside the classroom. Thus, Facebook could be used as an online medium for learning English. Amsha and Alkhalaf (2014) said that Facebook becomes effective tool for students to learn English.

Table 8 <i>The Result of frequency of logging into Facebook account</i>						
Logged	1-3	4-6	7-9	10-12	< 12	Mean
Daily	144	3	0	0	3	1.08
Weekly	102	39	0	3	6	1.48
Monthly	84	18	15	15	18	2.10

The last section of this finding was the frequency of logging into Facebook account. The researcher gave the question about the frequency of logging into Facebook account and gave the options about the degree of logging into Facebook account like frequency in daily logging, weekly logging, and monthly logging. Hence, the mean score of each result showed the frequency of each logging into Facebook.

Based on the table 8 displayed above, it presented the result of frequency of logging into Facebook account. The majority of students were active Facebook members. From the statement mentioned, it could be from the table 8 which the highest mean score of frequency logging into Facebook account was 2.10 which dedicated into monthly logging. The medium mean score was 1.48 which dedicated into weekly logging, and the lowest score was 1.08 which dedicated for daily logging into their Facebook account. Therefore, the majority of ELED students at a private university in Yogyakarta was logging into their Facebook account monthly.

The Roles of Facebook as an Online Medium for Learning English

In this finding, it presented the result of the role of Facebook as an online medium for learning English. There were 16 questions related to the role of Facebook as an online medium for learning English. Moreover, this finding

consisted of four finding sections namely improving English skills, confidence, motivation and attitude. Hence, each finding of Facebook role as an online medium for learning English is explained in the following paragraphs in detail.

Improving English skills. In this finding, the researcher presented about the finding of Facebook improving English skills. Five questions were used to find out the finding of this part. Those five items were Q1, Q2, Q3, Q4 and Q5. The questions were used to know language improvement which included about 1) practice of writing, 2) practice of reading, 3) communication skill, 4) overcoming the language mistake, and 5) learning new words through Facebook. Besides, the researcher provided the options to answer the questions provided such as strongly disagree, disagree, agree, and strongly agree. The mean score of each item was obtained from calculating the results of the questionnaires using a statistic software program. Consequently, the total mean score of five items showed the finding of Facebook improve English skills. For more detailed information of the language improvement results, it is displayed in the following table.

No	Items	Strongly disagree	Disagree	Agree	Strongly agree	Mean
Q1	I practice writing in English via Facebook.	5.3 %	12.0 %	52.0 %	30.7%	3.08
Q2	I practice reading in English via Facebook.	4.0 %	7.3 %	72.7 %	16.0 %	3.01

Q3	Facebook enhances my English communication skill.	8.0 %	7.3%	48.7%	36.0%	3.13
Q4	Facebook helps me to overcome language mistake.	6.0%	8.7%	50.7 %	34.7%	3.14
Q5	I learn new words in English via Facebook.	7.3%	4.7%	56.7 %	31.3%	3.12
Total						3.10

Table 9 showed language improvement of English. Q1 indicated that Facebook could be used as medium to practice writing in English. There were 52.0 % of the students who agreed, and 30.7 % of the students strongly agreed which they practiced writing English in Facebook. Based on the statement mentioned, it presented that 82.7 % of the students practiced their writing in English through Facebook, and the mean score of this item was 3.08. Besides, Q2 revealed that Facebook could be used as medium for reading in English. 72.7 % of the students agreed and 16.0% of the students strongly agreed that they practiced reading English in Facebook. From the statements mentioned, it showed that 88.7 % of the students practiced their reading in English through Facebook, and the mean score of

this item was 3.01. Furthermore, Q3 demonstrated that the students believed that Facebook was able to enhance their English communication skill with the mean score of 3.13. The result was shown that 84.7% of the students believed that Facebook could be an effective medium to enhance their English communication skills with aggregated 48.7 % agree and 36.0% strongly agree answers. On the other hand, Q4 showed 50.7 % of the students agreed and 34.7 % strongly agreed that Facebook could help them to overcome their language mistake. To explain, 85.4 % of students agreed that Facebook could help them to overcome their language mistake with the mean score of 3.14. Likewise, Q5 revealed that Facebook could be used as medium to learn new words in English. Additionally, there were 56.7 % of the students who agreed and 31.3% of the students who strongly agreed that they learnt new words in English through Facebook. Thus, 88.0 % of the students had learnt new words in English through Facebook, and the mean score of this item was 3.10.

From the results mentioned, the total mean score for all items was 3.09. The total mean score obtained by calculating each mean score was used statistic tool. To conclude, Facebook as an online medium was possible to be used for learning because it could be used as medium for practice writing and reading English, enhance English communication skills, overcome language mistake, and learn new vocabularies in English. Sa'aleek (2015) said that the students can practice the reading and writing on Facebook and enhance English communication skill. Reading activity on Facebook was useful for the users in developing idea for writing because they could get the knowledge from the reading. Mislaihah (2015) stated that reading activity on Facebook helps the students in developing their idea

in writing. In addition, the reading activity was able to give the positive impact on acquiring the new English words. Yunus and Salehi (2012) defined 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, discussions ideas to write, and spelling check. Besides, the feature of Facebook as online medium to learn English provided many opportunities for the users especially for the students in order to practice and improve their writing skill well. Also, they could active role in giving the comments about their friends' status in English.

Confidence. Three questions were used to find out the finding of the role of Facebook in term of confidence. Those three items were Q6, Q7 and Q8. The questions were used to know enhancement of confidence from the students by using Facebook in term of writing, reading, and communication skills. The next table presented the data regarding the responses of the participants about their perception whether Facebook could enhance their confidence in learning English or not. The mean score and total mean score of each item was obtained from calculating the result of the questionnaire using a statistic software program. For more detailed information of the result in the role of Facebook to enhance confidence of the students, it is defined in the following table.

No	Items	Strongly disagree	Disagree	Agree	Strongly agree	Mean
Q6	Facebook enhances my confidence to write in English	8.7%	6.0%	46.7%	38.7%	3.15
Q7	Facebook enhances my confidence to read English material	9.3%	8.0%	50.0%	32.7%	3.06
Q8	Facebook enhances my confidence to communicate using English	8.0%	7.3%	46.7%	38.0%	3.15
Total						3.12

Table 10 showed the result of the role of Facebook to enhance confidence of the students. Q6 indicated that Facebook enhanced the confidence of the students to write in English. 46.7 % of the students agreed and 38.7 % of the students strongly agreed that their confident to write in English could be enhanced through Facebook. From the statement mentioned, it presented that 85.4 % of the students felt confident through activity on Facebook, and the mean score of this item was 3.15.

Moreover, Q7 also revealed that Facebook could enhance the students' confidence to read English material. Besides, 82.7 % of students believed that their confidence in reading English could enhance through Facebook which showed that 50.0% of students agreed, and 32.7 % of the students answered strongly agree. On the other hand, Q8 showed that Facebook enhanced students' confidence to communicate using English. Then, 46.7 % of the students agreed and 38.0% of the students strongly agreed that their confidence to communicate using English had enhanced through Facebook. In regards to the statements mentioned, 84.7% of the students believed that their confidence to communicate using English had enhanced through the provided activity on Facebook with mean score of 3.15.

Among these three items, the Q6 and Q8 had the same mean score which was 3.15 and followed by Q7 with the mean score of 3.06. From the result mentioned, the total mean score for all items was 3.12. To sum up, Facebook could make the students to feel more confident in learning English among in reading, writing, and making the communication. It shows that the students are able to use Facebook for learning English especially to enhance their confidence. Chartrand (2012) said that using Facebook, the students get more confident in their English writing skill and become more open to talk. Kabilan et.al (2010) argued that participating in Facebook can improve the students' confidence in communication skills using English, writing, and reading.

Motivation. The next table presented the data regarding the responses of the participants about their perception whether Facebook could enhance their motivation in learning English or not. Besides, three items were Q9, Q10 and Q11.

The questions were used to know the enhancement of students' motivation by using Facebook in term of writing, reading, and communication skills.

No	Items	Strongly disagree	Disagree	Agree	Strongly agree	Mean
Q9	Facebook increase my motivation to communicate using English	6.7%	3.3%	50.0%	40.0%	3.23
Q10	Facebook increase my motivation to read English material	11.3%	8.7%	47.3%	32.7%	3.01
Q11	Facebook increase my motivation to write in English	10.0%	5.3%	51.3%	33.3%	3.08
Total						3.10

The above table showed the result of students' motivation through Facebook activity. These three items represented motivation of students in the use of Facebook activity. Besides, Q9 indicated that Facebook enhanced the motivation

of the students to write in English. There were 50.0% of the students agreed and 40.0 % of the students strongly agreed that their confident to write in English got enhanced through Facebook. From the statement mentioned, 90.0 % of the students felt confident through activity on Facebook, and the mean score of this item was 3.23. Moreover, Q10 also revealed that Facebook enhanced the students' motivation to read in English with the mean score of 3.01. There were 80.0 % of the students who agreed that Facebook enhanced their motivation to read in English on the Facebook pages with 47.3% of agree answers, and strongly agree answers were in 32.7% based on the students' responses. On the other hand, Q11 showed that Facebook enhanced the students' motivation in communication using English language. There were 51.3 % of the students agreed, and 33.3% of the students strongly agreed that their motivation in communicating using English got enhanced through Facebook. Based on the statements mentioned, 84.6% of the students believed Facebook activity enhanced the students' motivation to communicate using English with mean score of 3.15.

The highest mean score of three items was Q9, Q11, and followed by Q10. Based on the above table, the total mean score for all items was 3.10. Regarding the statement mentioned, it could be concluded that Facebook motivated the students in learning English in reading, writing, and communication. Also, Facebook could be utilized as an online medium for students in learning English. Montoneri (2015) showed that Facebook has an impact on students' motivation. Rios and Campos (2015) found that the students feel very motivated to use Facebook for learning purposes, and most of them have accessed the information posted in the Facebook.

Besides, Scarpell (2009) asserted that the students get improved in their critical thinking, sharing new information, motivation, and interpersonal skill.

Attitude. The table 12 presented the data related to the responses of the participants about their perception on the role of Facebook to enhance their attitude in learning English. Five questions were used to find out the finding of the role of Facebook to enhance the students' attitude in learning English. Those three items were Q12, Q13, Q14, Q15 and Q16. The questions were used to know students' attitude of Facebook as an online medium for learning English. Hence, the questions of students' attitude in learning English on the role of Facebook are mentioned in the table 12 below.

No	Items	Strongly disagree	Disagree	Agree	Strongly agree	Mean
Q12	Learning via Facebook makes learning more interesting.	8.7%	8.0%	57.3%	26.0%	3.01
Q13	I have positive attitude towards learning via Facebook.	10.0%	6.7%	54.7%	28.7%	3.02
Q14	I have positive attitude towards	8.7%	15.3%	40.0%	36.0%	3.03

	English as a foreign language.					
Q15	The use of Facebook makes learning English easier.	6.0%	11.3%	54.0%	28.7%	3.05
Q16	Facebook encourages me to spend more time learning English.	6.0%	14.7%	50.7%	28.7%	3.02
Total						3.02

The above table demonstrated the result of students' attitude of the role of Facebook as an online medium for learning English. There were five items which contained Q12, Q13, Q14, Q15 and Q16. These items represented the attitude of students towards Facebook as an online medium for learning English.

From the table mentioned, Q12 indicated that Facebook made the learning English to be more interesting. There were 57.3% of the students agreed, and 26.0% of the students strongly agreed that Facebook made the learning English to be more interesting. From the statement mentioned, 84.3% of the students said that Facebook made learning to be more interesting, and the mean score of this item was 3.01. Moreover, Q13 revealed that the students had positive attitude towards learning English via Facebook. There were 83.4% of the students who had positive attitude towards learning English via Facebook with 54.7% agree answers and

28.7% strongly agree answers. On the other hand, Q14 showed the result of the students' attitude towards English as a foreign language. There were 40.0 % of the students who agreed, and 36.0% of the students strongly agreed that they had positive attitude towards English as a foreign language. Based on the statement mentioned, 76.0% of the students had positive attitude towards English as a foreign language with mean score of 3.15. Q15 revealed the result of Facebook which made learning English to be easier. Besides, there were 54.0 % of the students who agreed, and 28.7 of the students strongly agreed that Facebook made the learning English to be easier. From the statement mentioned, 82.7% of the students agreed that Facebook made learning English to be easier to learn with mean score of 3.05. Additionally, Q16 showed the result of students' attitude in which Facebook encouraged to spend more time in learning English. There were 50.7 % of the students who agreed, and 28.7% of the students strongly agreed that they spent more time in learning English through Facebook. Hence, 79.4% of the students spend more time in learning English in the use of Facebook.

The highest mean score of five items was Q15 with the mean score of 3.05, Q14 with the mean score of 3.03, Q13 and Q16 with the same mean score of 3.02. Besides, the lowest mean score was Q12 with the mean score of 3.01. Based on the above table, the total mean score for all items was 3.02. To conclude, the majority of the students who agreed that they had positive attitude towards learning through Facebook. Likewise, the students showed the positive attitude towards English learning through Facebook, and they believed that Facebook could encourage them to spend more time to learn English. Eren (2012) said that Facebook can be very useful as an educational learning tool because most of the students love spending

time on Facebook such as watching videos and sharing in group which is useful to improve their language skills. Although it does not provide many studies to be considered as the academic learning towards the use of Facebook as the learning medium in learning English, but the teachers must be aware about optimizing it as learning media. Bosch (2009) stated that the teachers must be aware of the Facebook use to improve their students' English skill. From the statements mentioned, the findings of this study were also in line with the results study conducted by Sa'alek (2015) and Kabilan et.al (2010).