

Chapter Five

Conclusion and Recommendation

Chapter five consists of two parts. The first part presents the conclusion of this research which includes the procedure to conduct this research and the results of this research. The second part provides the recommendations. The researcher gives the recommendation for the students, the teachers, and the other researchers.

Conclusion

This section presents the summary result of this study. The results were used to answer the research question and to give the further result to this study. The research question is about students' perceptions towards the role of Facebook as an online medium for learning ELED students at one of the private universities in Yogyakarta.

Based on the aims of this research, the researcher chose a quantitative as the methodology of this research to predict the value, and analyze trend such as dominant and frequent by using statistical analysis. Quantitative method used to collect numeric data from a large number of people. Therefore, respondents can be reached by using the questionnaire as the instruments for collecting the data needed. Questionnaire of this study provided 16 questions. The total target populations were 263 students from first year students in ELED at one of private university in Yogyakarta. Cluster random sampling was used as a sampling technique in this study and the respondents who participated in this study was 150 students.

The results showed that 54.0 % of students have been member of Facebook 6-8 years. It indicates that they have been using Facebook for long time and they were logging into their Facebook account monthly. Moreover, the students use Indonesian language and mix both Indonesian and English to interact on Facebook. It showed that EFL students are able to improve their English through Facebook because Facebook provides opportunities for exchange their knowledge through online environment. It can make their English learning process easy and flexible to practice because they can obtain their needs through their activity on Facebook.

To answer the research question, the result showed (total mean score 3.09) that ELED students at one private university in Yogyakarta stated that Facebook can be used as an online learning medium to improve their English skills because it can be used as medium for practice writing and reading English, enhances English communication skills, overcome language mistake and learn new vocabularies in English. In addition, they believed that Facebook generally improves their ($\Sigma M = 3.12$) confidence and ($\Sigma M = 3.10$) motivation to learn English. The last finding ($\Sigma M = 3.02$) indicated that students have a positive attitude towards the role Facebook as an online medium for learning English. It in line with Sa'aleek (2015) and Kabilan, Ahmad, and Abidin (2010) that the Facebook can be utilized as an online medium for learning English because it can be used as medium to improve the language skills, confidence, motivation to communicate in English, and a positive attitude towards learning English as a second language.

Facebook is considered to be the most modern model of communication technologies that can be used EFL students in learning English. Bosch (2009) found that Facebook known as a reputable learning tool, because of the feature to send

notifications and Kabilan et al. (2010) stated that Facebook became incidental for learning. This is because the technologies that support Facebook and features are able to engage students in meaningful language based activities, even though their initial intention of joining Facebook is not for learning. This platform allowed users to provide their friends with regular updates of new information. If planned appropriately as part of an educational tool, the same technologies and features of Facebook would be able to facilitate and produce effectual and meaningful learning of English within an online community of English language learners Facebook. Yunus and Shalehi (2012) said that learning process through informal learning or the use of technology negotiation of meaning, construction of knowledge, personal interaction or group interaction and formation of relationship is important. Selwyn (2007) found that Facebook holds personal interaction and social interaction which plays strong role in learning process and it reflects good model of learning because the activeness of user in participation.

Recommendation

In this section, the researcher presents the recommendations based on the result of the study. There are several recommendations for the students, the teachers, and other researchers related to the results of the role of Facebook as an online medium for learning English.

The students. Based on the result, the students are suggested to optimize the use Facebook for improving their English ability. Also, they can use Facebook for a language practice in order to increase their English ability and maintain their achievements effectively.

The teachers. A teacher is the one who acts as the role model and captain in the classroom. They lead all of the activities in the classroom. As for the teachers, they are suggested to provide the activities that require the students to practice their English outside the classroom by optimizing Facebook. Besides, the teacher can also increase the activities that involve Facebook for learning English both inside and outside classroom. Thereby, the teacher can start to train the students to optimize Facebook for learning English.

The other researchers. The researcher suggests to the future researchers who are interested in the same topic about Facebook as medium for learning English in wider population. Also, they can investigate other types of technology that can be optimized as medium for learning English. Thereby, it is possible for the next researcher to conduct a research on the similar study by using different research design and another technique.