

The Roles of Facebook as an Online Medium for Learning English: A Survey

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Abstract

This research aims to investigate the role of Facebook as an online medium for learning English the students of English Language Education Department by scrutinize general activity on Facebook and students' perception toward the roles of Facebook in term of students' language improvement, confidence, motivation and attitude. For the further result, it provides student general activity on Facebook and students' perception of Facebook role for learning English. This research used a quantitative approach and applied survey design. This research was conducted at one of private universities in Yogyakarta. The researcher used a cluster random sampling to choose 150 respondents of first year ELED students. The researcher used a questionnaire that was adapted from Sa'aleek (2015), and it contains 16 items. The data were analyzed using descriptive statistics by seeing dominant score and the total means score of the result. Findings revealed (total mean score= $\sum M$ 3.10) students believed that Facebook can be used as an online learning medium to improve English skills

because it can be used to practice writing and reading English, enhances English communication skills, overcome language mistakes and learn new English vocabulary. In addition, they believed that Facebook generally improves their confidence ($\sum M=3.12$) and motivation ($\sum M=3.10$) to learn English. The last finding ($\sum M= 3.02$) indicates that students have a positive attitude towards the role of Facebook as an online medium for learning English. In light of the findings of the research, it is recommended for English foreign language (EFL) teachers should plan learning classes use social networking sites (SNS) such as Facebook.

Keywords: Social networking site, Facebook, Computer mediated learning, Online Learning, EFL Learning

1. Introduction

Social networking is an activity that is very popular during and after the 2010s. Kaplan and Haenlein (2010) argued that social networking sites are applications which allow users to connect with other people, invite friends, and send messages through email or instant message (IM) to each other. Social networking is widely used by people around the world for communication, connecting with friends, and adding new friends. There are some kinds of social networking sites in this era with different characteristics. Dieu and Stevens (2007) state that there are many kinds of social networking sites such as Websites, YouTube, Twitter, and Facebook. In general, social networking deals with chatting, blogging, discussion forums, sharing messages, and sharing images and videos.

Facebook is the most widely used social networking site in this world. Facebook. Inc. (2017) found that the daily active users in the middle of June 2017 is 1.32 billion and has increased by 17% over the year. Facebook became the most popular social networking platform because it can be used as a medium to share ideas, video and other online activities of the users. In addition, Facebook is easy to use and easy to access because it can be accessed whenever and wherever they want. Facebook users allowed to access their account as much as they want with no limitation.

There are many activities that can be done through Facebook such as updating status, commenting status, sharing link, group discussion, sending messages and inviting friends. Updating status is the activity done most often by Facebook users. Facebook users can share their ideas or update their status by writing on their Facebook wall. They can write whatever they want to share such as jokes, knowledge, poetry, stories, and so forth. Facebook users can also comment on the status of their Facebook friends. Sending messages is another activity that can be done through Facebook. The Facebook messenger is a feature that Facebook provided for sending messages. Facebook user allowed share pictures, voice messages, links and video chat through this feature.

English foreign language (EFL) students can use the original language present in the social networking site (SNS) like Facebook to gain knowledge of the English language. There are communities available on Facebook such as community to learn English languages in EFL contexts. These groups updates of grammar, vocabulary and much new information. English language learners can also access links posted on the group page by other members. Conversation and

discussions is open to encourage among the learners, who can share knowledge and help each other. So every member interacts to others and they learn incidentally. McCarthy (2010) stated that students can communicate and interact in an online environment by their own pace and take time to consider comments and responses rather than being put on the spot as in the physical classroom. Kendle (2001) suggested that participating in online learning activities such as discussing in online forums and searching for information online may give students the opportunity to acquire in a more incidental, informal manner many practical online skills such as critical analysis of resources, effective online communication, and filtering and deciphering information. Kerka and Sandra (2000) said that incidental learning is unintentional or unplanned learning that results from other activities.

Considering the result of major research Mills (2009); Amasha and Al-Khalaf (2014); Kabilan, Ahmad and Abidin (2010) which found that Facebook could utilize as online medium for learning English. There are some studies conducted in the similar setting about the English learning process. Fitriani (2015) found that there are some passive students in learning language at classroom because they felt less of confidence in using English grammar and vocabulary mastery were unfavorable. Likewise, Evalita (2017) found that the ELED student has a high anxiety level in writing. The result showed that anxiety is the dominant factor for ELED students. Manjusri (2015) found that the obstacle of ELED students at the same university in writing were lack understanding about the topic, having problem in writing, time management, procrastination and lack of facilities. Due to the problem happened, the learning process at the department

need to be improved because learning practice in the classroom is still inadequate and need another place outside the classroom for learning English. Facebook can be used as online environment for learning English incidentally. Amasha and Alkhalaf (2014) said that utilizing media technologies that comfortable with students like Facebook for learning will make successful learning by putting into the creative, interactive, and collaborative practices of the learner. Thus, Facebook becomes attractive to be used as a medium for learning. Due to problems faced by ELED students and the positive impact of Facebook to be used as online medium for learning English the researcher want to conduct this research. Other than that, in ELED there is no research that examines about Facebook. Therefore, researchers conducted this study to know the students perception toward learning English by using Facebook.

2. Literature Review

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.

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.

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 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.

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. 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. 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. 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. 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.

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.

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, researcher 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.

3. Methodology

This research aimed to investigate Facebook as an online environment for learning English at ELED of a private university in Yogyakarta. For the reason, the researcher wanted to get the information about students' perception of Facebook as online environment for learning English. Based on the aims of this research, the researcher chose a quantitative research design because of some reasons. Firstly, the quantitative research could be the generalizations which predicted the value and analyzed trend such as dominant and frequent by using statistical analysis. Also, it could give the clear results of the students' general practices or use of Facebook and their view of Facebook as online environment in learning English. As stated by Castellan (2010), the goals of quantitative research are the generalization of the data, explanation, and prediction. Also, the results

could be more valid and reliable by using a quantitative method. Secondly, the quantitative method was to collect numeric data from a large number of people. Besides, those respondents could be reached by using the questionnaire as the instruments to ease the process of collecting the data. Then, it could ease the researcher to analyze and interpret the results by looking at the numeric results. The statement mentioned was supported by Harris and Brown (2010) who said that numerical data are used to represent the statistical methods and analyze data in order to get the exact results. That way, the readers can easily understand the finding of the research. Deslandes and Bertrand as cited in Creswell (2012) stated that the quantitative research provides a role for the literature through suggesting of the research questions to be asked, justifying the research problem, and creating a need for the direction of the study.

In addition, this research used survey design because it could describe the trends and determine individuals' opinions about their perception of the role of Facebook as an online medium for learning English. Fowler as cited in Creswell (2012) asserted that there are two efforts to establish standardized questions through surveys. Firstly, it uses rating scales through the development of the Likert scale such as never, rarely, often, and very often. Secondly, the instrument guidelines are written for writing clear questions and standardized questions through the questionnaires. Therefore, by using survey design, the researcher can determine the results of the research easily.

This researcher conducted this research at ELED of a private university in Yogyakarta. There were three reasons why the researcher chose this place as the setting of this research. Firstly, there were some students of ELED who used

Facebook. Besides, the researcher wanted to know the students' perceptions about the role of Facebook among them for learning English. Also, it could be useful for them to know about Facebook role in learning English and optimize it as a medium of English learning. Secondly, the researcher was EFL student who felt the positive impact of Facebook and knew the frequency of Facebook use among the students from prior interview. From the statement mentioned, it convinced the researcher to conduct the research. Thirdly, the researcher as an ELED student who was familiar with the condition of students in English and the atmosphere of learning which still was needed to be improved. Besides, this position could help the researcher in formulating background for this research, and it could also help the researcher in accessing and collecting the data and facilitate the researcher to investigate about the needed data.

The population for this research was first year students of ELED at a private university in Yogyakarta. The total target populations were 263 students, and not all total target populations were as Facebook members. That way, the researcher did the screening before conducting the research. Screening was done by giving some question to respondents to find out whether they had a Facebook account or not. The researcher also asked about the benefit of Facebook for learning English in the screening. So, the data to be processed later is the data of those who use Facebook. The first year students were chosen as the target population because they just began to learn English at ELED. Consequently, they still had to learn English for long time so that Facebook could be optimized as incidental tool to improve their English outside the classroom.

Cluster random sampling was used in this research. As the reason, the cluster random sampling enables the researcher to choose several groups or classes within a particular large of the population with same characteristic of same group. Also, the population had an equal chance being selected. As supported by Cohen, Manion, and Morison (2011), it provides a randomized control of the data as it draws randomly from the wider population into homogenous groups, and each group contains the subjects with similar characteristics.

In this research, the researcher made a lottery filled with the cluster class of first year of ELED students at a private university in Yogyakarta. The classes A, B, C, D, E were shuffled in order to make the respondents to have an equal chance to be selected. From the lottery, the researcher got the respondents from all of the students of class B, C, D and E who answered the questionnaires to be distributed. Cohen, et al. (2011) stated that distributing the questionnaire can be done by drawing the classes out of the bowl until the required cluster to be reached. Also, it is the fair way of selecting a cluster sample from the population and can save the inordinate amount of time and the costs.

Additionally, the sample of the data in this research was 151 students. The number of the data was obtained from the table of sample size, confidence level, and confidence intervals for random samples. The probability of the sample used in education field was confidence level 95% and confidence interval 5%. However, the actual sample who participated in this research was 150 students because of the limited number of students who attended the class when the researcher did the survey. Likewise, these 150 respondents were obtained from all students of class B, C, D and E where these classes had been shuffled. Also, all

respondents in this research were Facebook members or users because the researcher had screened before conducting this research.

The questionnaire was used as the instrument to gather data needed in this research. According to Cohen (2011), a questionnaire is an instrument used to collect the survey information which often forms as numerical data and being straightforward to analyze. As the reason why the researcher used questionnaire as the research instrument, it eased her to collect the data from a large number of the population in short period. Cohen, Manion, and Morison (2011) stated that the information potentially can be collected from a large portion of a group, and it is relatively quick to collect the information and analyze the data.

The type of questionnaire in this research was a structured questionnaire. The reason of choosing structured questionnaire was to ease the respondents to fill the questionnaires based on the responses provided. As supported by Harris and Brown (2010), in a structured questionnaire, the respondents can respond directly by selecting from predetermined answers such as Likert scales responses. Besides, the structured questionnaire can also help the researcher to get fixed data. Also, the structured questionnaire is a complex structure containing four sub-factors. Thus, the questionnaire of mean scores for these factors could give multiple constructions and be separated into different attitudes.

4. Finding and Discussion

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.

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.

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 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.

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

Based on the table 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.

Table 4						
<i>The Result of Language Improvement</i> (N of items = 5)						
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

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.

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	9.3%	8.0%	50.0%	32.7%	3.06

	confidence to read English material					
Q8	Facebook enhances my confidence to communicate using English	8.0%	7.3%	46.7%	38.0%	3.15
Total						3.12

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 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 next table 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.

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 English as a foreign language.	8.7%	15.3%	40.0%	36.0%	3.03
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	6.0%	14.7%	50.7%	28.7%	3.02

	learning English.					
Total						3.02

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).

5. Conclusion

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 ($\sum M = 3.12$) confidence and ($\sum M = 3.10$) motivation to learn English. The last finding ($\sum M = 3.02$) 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.

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