

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the thesis. It covers five main sections. The first is background describing the rationales for conducting the research. The second is formulation of the problem covering the basic question to answer consisting of one research question. The third is operational definitions containing some definition of terms related to the research. The fourth is aim of the research containing the objective to be achieved at the end of the research. The last is significance of the study describing the advantages of conducting the research.

A. Background

The use of social media like Facebook for language teaching and learning has been used for the past few years. Since its influence on students is quite good, they become more active in participating learning activity (Kitchakarn, 2016). Many students use Facebook to communicate and socialize with friends and family. By applying Facebook in education, students feel more comfortable because they are used to using it in their daily life (Moghavvemi, Paramanathan & Sharabati, 2017). In addition, because of the popularity and its affordances, Facebook has the potential to be used in educational context as a learning tool, to facilitate interaction between students and lecturers (Ackaoglu & Lee, 2018).

Facebook has a feature that is a 'group', where accounts that join in that group will be connected to each other specifically. The use of Facebook groups in learning English can make it easier for students to interact with friends or lecturer more personally, they can also share information, ideas, tools and resources related to the course with informal atmosphere (Akcoughlu & Lee, 2018). With the use of Facebook group students feel freer in expressing opinions to friends and students from other classes (O'Bannon, Bread & Britt, 2013).

In one of the universities in Tasikmalaya, West Java, Indonesia, Facebook group is also used as a learning tool in Listening & Speaking course for third semester students. At the beginning of the semester a Facebook 'closed' group was created and students were invited to join. A closed group allows everyone to see the group, but only group members can see the posts. Students were given instruction by the lecturer to upload the assignments given, in the form of video speaking. Also their friends and lecturers give comments and feedback related to the video uploaded.

There are studies that have been carried out related to the benefits of using Facebook as a learning tool. Experts who have conducted this study among them are Kitchakarn, 2016; Akcaoglu & Lee, 2018; Camus, Larson & Prevost, 2016. Kitchakarn (2016) argued that students feel easiness of using Facebook as a learning tool, they also feel comfortable using it, because this is the most popular social networking site they use in daily life. Hence they feel easy to communicate with each other. However among those studies, there is a little attention given to focus on using Facebook as a learning tool in speaking course. The research was

also not in Indonesia. Whereas, the research conducted in this recent study have be done with Indonesian students' context. This study investigated of the benefits students' perceived of using Facebook group as a learning tool in English speaking course.

B. Formulation Problem

A research question addressed in this study is “What are the benefits of using Facebook group as a learning tool in English speaking course?”

C. Operational Definitions

To avoid misinterpretation of this research, researcher provides some definitions related to this study.

1. Facebook group : It is a content feature in Facebook used as a learning tool in speaking course where students upload video speaking tasks into the group, students also interact with their friends, give comment and feedback to each other's assignments. Used in one of the universities in West Java Tasikmalaya, Indonesia.
2. Learning activity : It is activity designed or deployed by the teacher or lecturer to bring about, or create the conditions for learning.

3. The benefits of : It is the advantage of using Facebook as a learning tool in speaking course based on students' perceived.

D. Aims of the Study

This research aims to explore about the benefits of using Facebook group as a learning tool in speaking course based on Indonesian students' perceived in order giving awareness about the importance of integrate social media and learning for language development.

E. Significance of the Study

The significance uses of this study as follows:

1. Theoretical : This study explains the using of Facebook group in English learning for better participation in students studies.
2. Empirical : The study will provide empirical insights into how students' perceived of using Facebook group in enhancing their language learning.
- 3 Practical : This study will give a better understanding for teacher about the benefits students' perceived of using Facebook group as a learning tool, so teacher or lecture will be able to maximize learning by using Facebook.