CHAPTER II

THEORETICAL BACKGROUND

This chapter presents the theoretical background of the research. Some theories are explained as a basic foundation and orientation to conduct the research. This chapter consists of two main sections. The first is using Facebook as a learning tool in English Language Teaching (ELT) context. The second theory is about the benefits students' perceived of using Facebook in educational environment.

A. Using Facebook as a Learning Tool in English Language Teaching (ELT) Context.

Social media has been known as a tool for communication. While, lately it is also used by educational world since it has advantages for teaching and learning. It is beneficial to teaching process, and many researchers argue that social media sites can have the benefits of tools for learning (Moran et al., 2011). Social media have features that are good enough for students, such as sharing information, contributing, participating, and its audio-visual functions can increase the choice of teaching methods (Yen, 2016). It provides many forms of electronically supported learning and teaching processes (Ismaila et al., 2012).

There are many social media sites, such as Twitter, Instagram, YouTube, Quora and Facebook. And the focus of social media in this research is Facebook, which can be used for teaching and learning purposes. Amante (2015) said that Facebook was first created in 2004 by Mark Zuckerberg and his team, when they were still students at Harvard University. This was originally created to facilitate network communication between students at their university so they could get

information about their college. Then, soon students from other universities also joined.

Facebook in this decade has been used in educational environment, along with the increasing number of users among students who use Facebook in their daily lives. The increasing use of Facebook among students makes some universities take the opportunity to use it as a learning tool, because the effectiveness of education is felt directly by students (Moghavvemi et al., 2017). Moreover, the use of Facebook as a virtual university classroom has a positive influence (Milosevic et al., 2015), since Facebook is a useful site for learning, students can ask questions about coursework or share information related to campus activities (Lampe et al., 2011). Facebook allows for better participation in the learning activities, it makes possible for students to do self-study, exchange ideas, give comments, and submit the assignments in order to improve their grammar knowledge, writing ability and speaking ability by giving feedback to the tasks uploaded (Kitchakarn, 2016). Because of its easiness and popularity, it has the potential to be used in learning context, to support communication between students and instructors (Ackouglu & Lee, 2018). The influence of Facebook on our lives has changed the way people communicate with others; even Facebook has also changed the way to teach students in higher education institutions (Donlan, 2012).

Facebook has been used as a learning tool in English teaching and learning, using Facebook as a language learning tool in one of the studies is as follows, students did the writing assignment by uploading a writing post into

Facebook group about an issue they like, then the posted content is discussed with their friends in the comments column (Bailey et al, 2017). Also, Facebook makes it easy to practice language lessons that students have learned in form of their interaction, it enhances students' foreign language communication skills, students communicate with native speaker friends on Facebook (Alm, 2015). Teachers need to consider using Facebook as a learning language tool, since there are many language learning tasks that instructors can use in Facebook, it provides many features in it that support listening, speaking, reading or writing tasks (Gamble & Wilkins, 2014). There is still one other important advantage, by using Facebook students with higher language abilities are able to correct their friends' errors in lower language ability tasks (Bailey et al., 2017).

B. The Benefits of Using Facebook in Educational Environment

There are several benefits perceived by students in using Facebook as a learning tool, as reported by Kasuma (2017), students like learning English by using Facebook, feeling more motivated and comfortable communicating using English with Facebook. Using Facebook as a virtual classroom is very useful for developing students themselves, they find it easier to communicate and discuss with their friends or their lecturers (Milosevic, 2015; Moghavvemiet al., 2017). It supported by Akcouglu and Lee (2016), by using Facebook students can increase interaction with their friends or lecturers and facilitate discussion or disseminate information related to the course. In other words, Facebook is effective for improving dialogue between students; it is also good for stimulating discussions

about course (Camus et al., 2016). By using Facebook as a learning tool for learning English, students can get new vocabulary from their friends' posts and comments. Also, to learn a language its better practiced every day, by using Facebook it can be done, it can facilitate students to be able to interact with native speaker of English. Besides, Facebook is a good place to give and receive feedback about their language skills (Kabilan & Jafre, 2010; Mazman & Usluel, 2010; Hammody, 2014; Kitchakarn, 2016).

Facebook has features that potential to be used in the context of learning to support communication between students and instructors, and one of the features in it is 'group'. By interacting with Facebook group, students feel not awkward to interact with their friends and instructors, compared to when learning in the traditional way, students can also get learning resources from their friends easily (Akcouglu & Lee, 2018). Online discussions are important in college courses, although it is quite difficult to find time to discuss, Facebook can be a forum choice for good discussion (Camus et al., 2016). Facebook groups can be used in educational settings to discuss material about learning with favorable outcomes, with the use of Facebook groups students feel free to express opinions to friends and students from other classes (O'Bannon et al., 2013). Imlawi et al., (2015) found that by using a Facebook group as learning medium, students feel more motivated and easier to get information they need.