

A Study of Students' Perception on Using Facebook for Communication

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ABSTRACT

The research was aimed to find out students' perception towards the use of Facebook for written communication outside of the classroom tenuously. The research was conducted in a descriptive quantitative study that was accomplished at the Eleventh grade students of Multimedia program major at SMK Negeri 6 Pontianak. The survey questionnaire was administered to the 50 participants throughout Google Form to collect the data accessibly. The result elucidated that the ground of Facebook had positively reinforced students (96%) to communicate in the English language within solitary and intercommunication state. Accordingly, the finding in the research presented that 80% of students agreed that Facebook is easy and pleasing to communicate in English autonomously. Further, 88% of students agreed that Facebook personal chat is the most used feature to communicate in English conveniently. Additionally, 66% of students agreed that Facebook allowed them to utilize English for written communication. In sum, the students were agreed on Facebook as a helpful platform for communication. It was shown in 50% students disagreed that they feel less embarrassed to communicate in English on Facebook as a challenge. Hence, students' personal interest on Facebook can be channeled to communicate in English collaboratively. It is suggested that the use of Facebook for communication in English language considerably set the tool to encourage school integration of the educational technologically external environment.

Keyword: Facebook, Perception, Communication

INTRODUCTION

In the information age, it is common for students to use English as a means of remote communication and interaction with their friends. Social networks are a particularly convenient tool for supporting English language communication, especially among vocational high school students who often use these platforms to share their thoughts and personal interests with friends. In the current era of advanced technology, accessing and participating in information has become increasingly accessible and utilized. As a result, the

power of social connection through participation in social networks has allowed students to communicate and interact in English outside the classroom, from remote locations.

Additionally, the emergence of social networks have provided students with an important platform for written communication and interaction. This study specifically examines the use of Facebook as a tool for communicating in English through written form. Facebook's technology platform provides a range of features that support a variety of practices, including collaboration and one-to-many written exchanges across multiple mobile and computer media users. Users can also create a customized web page about themselves where they can share their ideas, thoughts, and information (Arumi et al., 2021). In the current digital age, Facebook has become a customary platform for students to connect with peers, share personal information, and engage in discussions on personal interests (Liu & Chen, 2020).

Accordingly, the English language subject is one of the significant components in the Curriculum 2013, and its purpose is to develop students' ability to communicate in the indicated language (Sakkir et al., 2021). Communication skills can be defined as the ability to speak, listen, read, and write in the English language. Further, the English subject in the curriculum for SMK is an adaptive subject that aims to prepare students to master the basic skills of the English language that could support competence skills achievement in the study program (Permendikbud No. 64, 2013). In addition, the English language subject in regards to the curriculum for SMK was expected to equip students with the mastery of fundamental English skills level both in oral and written communication effectively.

Based on the observations conducted on the Eleventh-grade students of Multimedia at SMKN 6 Pontianak, it was noted that a significant proportion of students utilized social networking platforms as an alternative means of practicing their English language skills outside the classroom environment. In particular, students engaged in various communication practices, such as posting and chatting, to discuss and exchange information related to their personal interests in the English language. Facebook emerged as the most popular platform, with many students actively participating in deliberate interactions with their peers, specifically in English-language conversations.

However, it is important to note that despite the growing popularity of social networking platforms as a means of enhancing English language skills, the homeroom teacher of the Eleventh-grade Multimedia class of SMKN 6 Pontianak emphasized the need for students to acquire fundamental English language skills, specifically academic vocabulary and language structures. These skills were deemed essential for effective interaction with multimedia integration, highlighting the importance of developing strong communication skills outside the classroom setting. As such, it is crucial for students to be critically aware of the need to continuously enhance their English communication skills through self-practice and exposure to a diverse range of English-language materials.

According to a study by Kirschner and Karpinski (2010), Facebook can be used as a valuable tool to support educational interactions between students remotely and freely. The platform's features enable collaboration and one-to-many written exchanges across multiple media users, which can facilitate communication in English (Arumi et al., 2021).

Facebook has become an essential platform for students to connect with peers, share personal information, and engage in discussions on personal interests, which in turn can improve their English communication skills (Liu & Chen, 2020). By posting questions or responding to their friends' posts, students can have open discussions and learn from each other, as long as they have added each other to their friends list (Thao, 2021).

Perception refers to an individual's understanding and interpretation of the world around them, including their beliefs and feelings (Baz, 2020). People form their perceptions based on their experiences and interactions with others, and these perceptions can change over time as new experiences and information are acquired (Baz, 2020). Perception is an essential element in shaping how individuals view and respond to issues and situations. In fact, previous perceptions can even influence how people interpret past events and experiences (Roblyer et al., 2010). For example, an individual's perception of a particular political candidate can affect their interpretation of the candidate's past actions and statements. It is therefore essential to understand how perceptions are formed and the impact they can have on individuals and society as a whole.

Several previous studies have examined the use of Facebook in the context of language learning. For instance, Lyu and Lai (2022) found that Facebook was an effective tool for improving students' writing skills. Similarly, Klimova and Pikhart (2019) reported a positive impact of Facebook on students' English language development. However, the present study is distinct from these prior investigations in that it focuses specifically on students' perceptions of Facebook as a means of intercommunication in the context of learning English. As such, this study aims to contribute to the existing literature on the use of social media platforms for language learning by providing a more nuanced understanding of the subjective experiences and perspectives of students in this domain.

Building on the previous discussion, while there have been studies examining the effectiveness of Facebook in improving students' English skills, further research is needed to explore students' perception of Facebook usage for written communication in the English language. Specifically, this research aims to investigate students' perception of social networks as a means of enhancing their written communication skills remotely. This investigation is crucial as it can provide insight into how students view social networks as a tool for improving their written English communication and can inform the development of strategies to support language learning through social media.

Therefore, this neglected phenomenon was chosen for the research focus accompanied by regarded reason. The researcher was interested to find out how students used Facebook as a social utility to improve their English communication outside the classroom included interaction medium, which was believed to assist students' communication in the English language. Additionally, English communication in this study referred to students' expenditure of communication on Facebook, such as commenting, posting or chatting. In which, the apprehensive about cultivating students' English communication proficiency.

METHOD

This study utilizes a quantitative descriptive approach as the research design to obtain an in-depth understanding of students' perceptions of using Facebook for English communication. The descriptive research method is selected because it can provide a comprehensive analysis of the research subject, allowing the researcher to describe and explain the perceptions of students. According to Best and Kahn (2006), descriptive research is a method that aims to describe and interpret existing conditions or relationships, opinions, processes, effects, or trends. By using this method, the researcher can gain insights into the attitudes and perceptions of the students regarding the use of Facebook for written English communication.

Quantitative research is characterized by the gathering of numerical data that can be used for statistical analysis and generalization of findings to a larger population (Muijs, 2004). Objective measurements are emphasized in the research process, with the use of surveys or questionnaires as the primary data collection methods. In this study, the researcher aimed to investigate the perception of Eleventh-grade multimedia students in SMKN 6 Pontianak towards the use of Facebook for English written communication. The study involved a total of 50 participants within the age range of 17-19 years old. According to Chen's (2020) online survey, Facebook users aged 17-24 years old are the most active demographic group on the platform, with 76% of them reporting regular use.

Further, the data collection process for this study involved the use of a quantitative research design through the distribution of survey questionnaires. The survey questionnaires were chosen as an appropriate tool to gather primary data and investigate students' perceptions of using Facebook for written communication in English. The survey questionnaires used in this research contained closed-ended questions that focused on obtaining students' responses and opinions on the topic. The questionnaire was developed by the researcher using adapted theories from credible sources such as Loc et al. (2021), Ranalli and Yamashita (2022), and Lyu and Lai (2022). The questionnaire was structured into two parts. The first part aimed to gather information on students' usage of Facebook for communication, while the second part focused on the advantages of using Facebook for written communication. The second part was structured using a four-point Likert scale (Strongly Agree, Agree, Disagree, and Strongly Disagree). The Likert scale questionnaire consisted of sub-indicators that explored students' perceptions of using Facebook for written communication, the language skills utilized while using Facebook, and the challenges associated with using Facebook for communication.

The questionnaire result was analyzed statistically since the research is presented in a descriptive study. The survey questionnaires assisted the researcher to collect data from number of students to gain information and determine insights into students' perception. It is also easy to conduct to yield a meaningful result towards widespread perceptions from students. The survey was delivered through Google Form to students due

to quarantine, wherein students were strictly advocated to stay safe at home. In addition, the survey questionnaires were in the form of Likert questionnaires.

Additionally, the use of questionnaire in data collection offers several advantages. The data was self-administered and can be given to large numbers of subject. The data from the questionnaire were put into a table and summarized in form of frequency and percentage result. Hence, the researcher interpreted the data on the table. The questionnaire was design to elicit students' agreement or disagreement. Students were instructed to answer based on their best corresponded level of agreement.

FINDING AND DISCUSSION

This section presents the findings of the study, which aimed to investigate students' perceptions of Facebook usage for communication. The data analysis was conducted based on the responses obtained from a close-ended questionnaire administered to 50 students. The questionnaire comprised 25 questions, with an additional two items that included aspects related to students' Facebook usage and the advantages of using Facebook for written communication. These items were further divided into sub-categories, including students' perception on Facebook for written communication, English language use on Facebook for communication, and challenges of using Facebook for communication. The questionnaires were provided to the students in either English or Bahasa Indonesia to facilitate their responses. The data obtained were analyzed using descriptive statistics, which allowed for the summarization of the data into frequency and percentage distributions. The results of the data analysis are presented below.

Table 1: Time students spent on Facebook

| NO. | Time | Frequency |
|-----|-------------------|-----------|
| 1. | 1-3 hours | 44% |
| 2. | 4-6 hours | 56% |
| 3. | 7-9 hours | 20% |
| 4. | More than 9 hours | 8% |

Based on the data presented in the table above, the researcher administered a questionnaire to students inquiring about their daily usage of Facebook. The findings indicate that Facebook usage has significantly increased during the pandemic period. Prior to the pandemic, only 22 students (44%) reported spending 1 to 3 hours on Facebook per day. However, during the pandemic, 25 students (50%) reported spending more than 4 to 6 hours on Facebook for communication purposes. This suggests that students are relying more heavily on Facebook as a means of socializing during the quarantine period. Furthermore, a minority of students (20%) reported using Facebook for more than 7 to 9

hours per day, and some students even reported using Facebook for more than 9 hours daily.

Table 2: Time students spent on Facebook

| NO. | Time | Frequency |
|-----|--|-----------|
| 1. | Communicate with friends and family | 96% |
| 2. | Communicate with online friends in English | 82% |
| 3. | Entertainment | 64% |
| 4. | Update information | 56% |

Based on the findings presented in the table above, the survey questionnaire revealed the primary purposes for which students use Facebook. Notably, the vast majority of students (96%) reported using Facebook as a means of communicating with friends and family. This finding underscores the importance of Facebook as a communication tool in the lives of students. Additionally, a significant proportion of students (64%) indicated that they use Facebook for entertainment purposes, suggesting that the platform serves as a source of leisure and enjoyment for many. Interestingly, a substantial number of students (82%) reported using Facebook to communicate with online friends in English, suggesting that the platform can also serve as a means of language practice and skill development. Finally, a minority of students (56%) reported using Facebook to update information, highlighting the platform's utility as a tool for sharing and distributing information. Overall, these findings provide insights into the multifaceted ways in which students utilize Facebook and underscore the platform's significance in their daily lives.

The following is the most utilized Facebook tools for communication in English.

Table 3: The result of most utilized Facebook tools for communication

| NO. | Time | Frequency |
|-----|-------------------|-----------|
| 1. | Personal chatting | 88% |
| 2. | Group chatting | 10% |
| 3. | Status posting | 4% |

Based on the data presented in the table, a significant proportion of students (88%) identified personal chatting as the most effective feature for communication on Facebook. This finding suggests that the majority of students prefer to use personal chatting as a means of communicating with friends and family on the platform. In contrast, only 10% of students indicated that they preferred group chatting, despite its potential for reaching a larger audience. This underscores the importance of personal, one-on-one interactions for

many Facebook users. Notably, a small percentage of students (4%) indicated that they preferred posting in English as their preferred mode of communication. The remaining students expressed a preference for other features such as group or community pages and commenting. Fundamentally, these findings suggest that Facebook's interactive and communicative features, particularly personal chatting, are highly valued by the student population.

The following is the students' perception on Facebook for written communication.

Table 4: The result of students' perception on Facebook for written communication

| NO. | Statement | Strongly agreed | Agreed | Disagreed | Strongly Disagreed |
|-----|---|-----------------|--------|-----------|--------------------|
| 1. | Facebook is a useful platform for written communication | 96% | 4% | 0% | 0% |
| 2. | Facebook positively reinforces English communication skills | 96% | 4% | 0% | 0% |
| 3. | Students use Facebook to communicate in English | 92% | 8% | 0% | 0% |
| 4. | Disagreement with the use of Facebook for written communication | 0% | 0% | 4% | 96% |

A survey was administered to 50 students, asking them to rate their level of agreement with a series of statements regarding Facebook and written communication. Based on the table above, the results of the survey indicate that the majority of students strongly agreed (96%) that Facebook is a useful platform for written communication and positively reinforces English communication skills. Additionally, a majority of students (92%) agreed that they use Facebook to communicate in English, citing the platform's accessibility and intercommunication tools as key factors. Only a small minority of students disagreed (4%) with the use of Facebook for written communication. These findings suggest that students view Facebook as a valuable tool for supporting written communication in the English language.

The following table shows the frequency of English language usage for communication on Facebook.

Table 5: The result of English language usage for communication on Facebook

| NO. | Statement | Strongly agreed | Agreed | Disagreed | Strongly Disagreed |
|-----|--|-----------------|--------|-----------|--------------------|
| 1. | Facebook allows effective use of English for written communication | 66% | 20% | 0% | 0% |
| 2. | Facebook allows use for general communication | 0% | 20% | 14% | 0% |

| | | | | | |
|----|---|-----|-----|----|----|
| 3. | Majority of students agree that Facebook can assist their English communication | 66% | 22% | 0% | 0% |
|----|---|-----|-----|----|----|

Based on the table above, the findings revealed that a significant number of students reported using English language for effective communication on Facebook. Moreover, students positively agreed that Facebook provides a convenient platform for utilizing the English language in communication with their friends and family. Specifically, 66% of the students strongly agreed that Facebook allows them to use the English language for written communication effectively, while 20% of the students agreed that Facebook can be used for communication. The majority of the students agreed that Facebook can be used effectively to assist their English communication. The study also found that Facebook has tools suitable for an intercommunication environment. However, only 14% of the students disagreed with the use of Facebook for English communication. Notably, none of the students strongly disagreed with the statement. In particular, the survey results indicate that students perceive Facebook as an effective platform for utilizing the English language in communication, which provides a communicative environment for students to express their ideas freely.

The following is the challenges on using Facebook for English communication.

Table 6: The result of students' challenges on using Facebook for English communication

| NO. | Statement | Strongly agreed | Agreed | Disagreed | Strongly Disagreed |
|-----|--|-----------------|--------|-----------|--------------------|
| 1. | Students feel embarrassed using Facebook for English communication | 10% | 30% | 50% | 10% |

Based on the table above, the results showed that while some students do face challenges, the number is not significantly high. The survey also aimed to gauge students' perception of Facebook usage in relation to English communication challenges. Specifically, students were asked whether they feel embarrassed when using Facebook to communicate in English. The results showed that the majority of students did not feel embarrassed. Out of 50 students surveyed, 5 students (10%) strongly agreed that they feel embarrassed when using Facebook to communicate in English, while 20 students (30%) agreed. On the other hand, approximately 25 students (50%) disagreed with the statement, and only 5 students (10%) strongly disagreed. The findings suggest that a majority of students display confidence in utilizing Facebook as a means of English communication, without encountering substantial obstacles.

CONCLUSION

Based on the findings discussed in the previous chapter, it can be concluded that the Eleventh-grade students at SMK Negeri 6 Pontianak have fully embraced Facebook as a valuable social network to support their English communication skills. The research revealed that the majority of students (96%) had a positive perception of Facebook and found it to be a valuable tool for communication outside of the classroom. The accessibility of Facebook tools was also highlighted as a major factor in facilitating autonomous English communication among students. Furthermore, students (66%) agreed that Facebook is a helpful platform for English communication, with personal chatting being the most commonly used feature for communicating in English. The use of Facebook was also found to support collaborative written communication in English. While some students reported feeling embarrassed when communicating in English on Facebook, this was not a significant challenge for the majority of students. The findings indicate that Facebook is beneficial for improving English communication skills, enabling students to independently learn and interact in English through chatting, posting, and commenting. However, the lack of supervision and guidance from teachers leaves students to navigate the platform on their own. Thus, teachers are recommended to create group learning environments to monitor students' activity and progression, enabling students to learn and interact in English collaboratively. In summary, the findings suggest that Facebook is an effective tool for improving English communication skills among students, and students should be encouraged to practice their English skills outside of the classroom by utilizing social media platforms such as Facebook.

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