

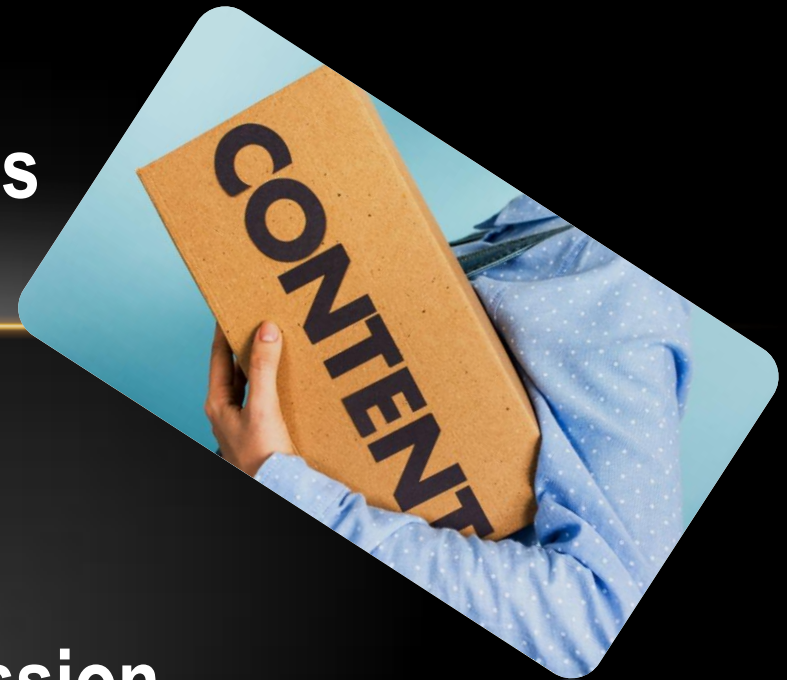


**Welcome to AIMC2017**  
**International Multidisciplinary**  
**Conference..**

**UTM, Johor, Malaysia**

**Dr. Qais Faryadi**

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**Facebook**  
as a **Self-Centric**  
Method of Learning  
English  
as a Foreign  
Language:  
**USIM** Students  
Perspective



# Problem Statement



1. Facebook **motivates** students to learn English faster.
2. Increases their **critical thinking** skills.
3. Increases **comprehension** skills.
4. Increases satisfaction.
5. Increases **grade**.

# Research Objectives



- 1) To assess learners **comprehension** skills while utilizing Facebook.
2. To determine users **satisfaction** and **motivation** in the Facebook learning environment.
3. To define students level of **critical thinking skills** when they are using Facebook.
4. To find out any significant differences in learners' **final grade**.

# Research Questions





- 1) Do learners of English Language significantly increase their comprehension skills while they are chatting with friends?
- 2) What is the level of **satisfaction** and **motivation** experienced by the learners using Facebook?

- 3) Does Facebook assist learners in their **critical thinking skills**?
- 4) Are there any significant differences in the learners' **final grade** after utilizing Facebook?

# Rationale Of The Research....



# RATIONALE OF THE RESEARCH

1. This study might be able to offer **guidelines** for a more viable **alternative** to the traditional methods of teaching the English Language in the Malaysian environment.
2. This research would assist Malaysian educators **overcome the shortage** of well-trained English Language teachers.



3. Interviews, observations, questionnaires and field worksheets from this study would produce valuable information for upcoming researchers in language learning.



# Literature Review...



✓ **Instructor**



✓ **Method-Methodology**



✓ **Learner**



To understand **how** the **knowledge transforms**,  
how a **learner learns**  
and how a **teacher**  
teaches,  
it is vital to know what  
the educational  
**psychologists** perceive  
knowledge **revolution..**

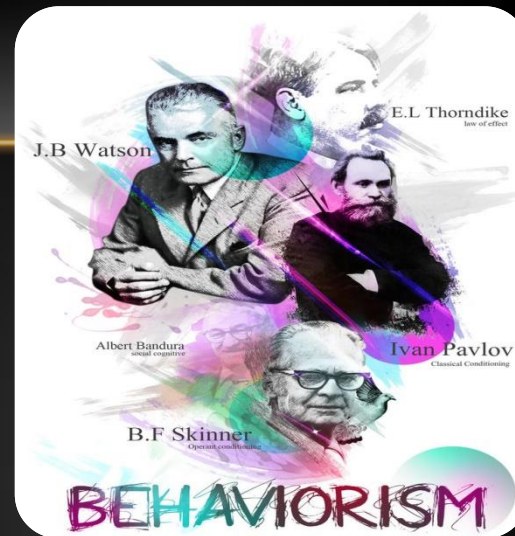




# BEHAVIORISM:

Learning happens only by **observable** behaviors and is strengthened by **reinforcement**. The reinforcement can be in the form of **rewards** or **punishments**.

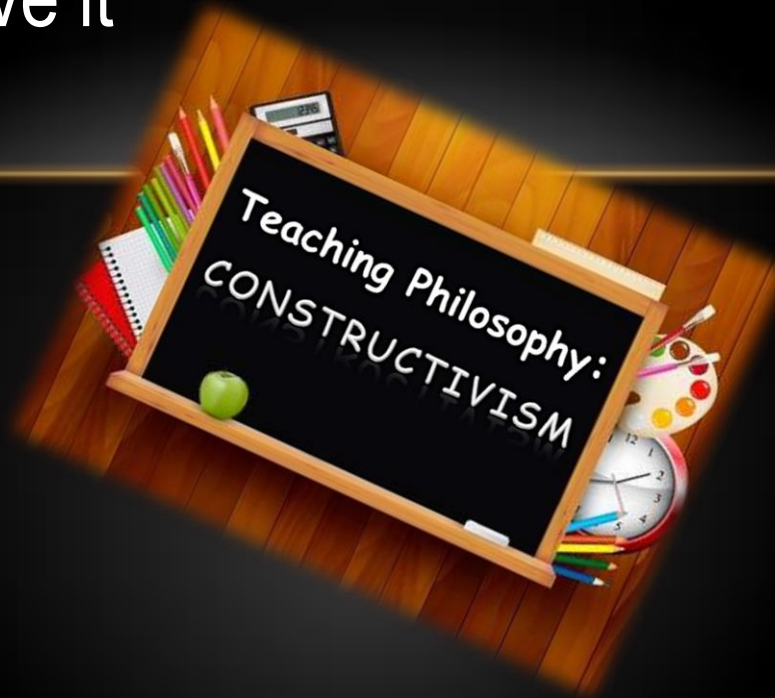
*(Hua Liu & Mathew. R. 2005).*



# CONSTRUCTIVISTS

Assume that learning is a **hunt for meaning**. Learning is an individual development. To constructivist learning is a product of an **active process** rather than **passively** waiting to receive it

*(Colburn, Alan, 2007).*



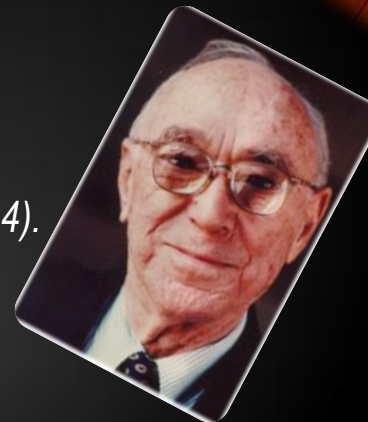
## VYGOTSKY

Maintains that there is a strong **relationship** between human beings and the **environment**.



## JEROME BRUNER

Persists that the learner is **active**, constructive, **collective**, goal oriented, **investigative** and **thoughtful**,  
(Bishop, Catharine F.; Caston, Michael I.; King, et, all., 2014).



# METHODOLOGY



A **mixed** methods approach of quantitative and qualitative design *(Long, Haiying, 2017). (Sharp, Julia L.; et, all,. 2012).*

qualitative method to collect and analyze data  
quantitative method was used to further strengthen the qualitative data.  
*(Riazi, A. Mehdi, 2016).*

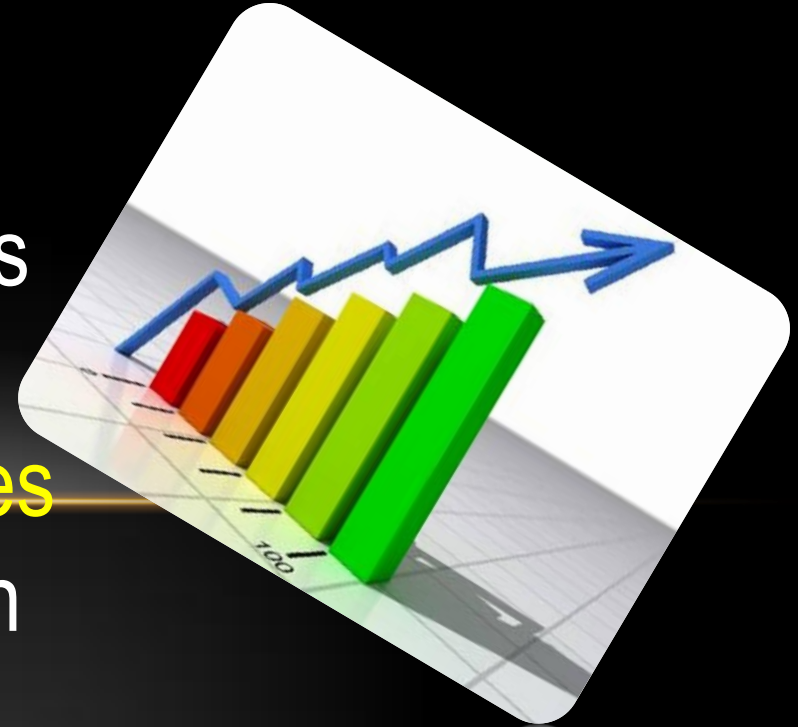
# Variables

## 1. The independent variables

the method of instructions  
(Facebook).

## 2. The dependent variables

Learners' comprehension  
skills, satisfaction,  
motivation, critical thinking  
and final grades.



## Instruments

**Pre-Test & Post-Test.**

Field observation such as learners' facial expression, satisfaction and motivation in the classroom

**Questionnaires,** interviews and participants **observation.**

A post test was conducted after students completed their learning period of **4 months** utilizing social media (**Facebook**).



**RESULTS**





## RESULTS:

450 students were participated in this study.

the majority of the students were of the view that, Facebook made **a major contribution**

they managed to improve their **critical thinking**, comprehension, **grade** and motivation.

**PRE-TEST:** Experimental group

The Question:

Write an essay of about 550 words describing your purpose of attending my ICT class?

**Grades:** Pass mark = 50%  
final score in all three.

N= 300/450 pass = (66.6%) pass

N= 150/450 fail = (33.4%) fail



## POST-TEST: Experimental Group

The Question:

Write an essay of about 550 words describing your purpose of attending my ICT class? The following are their achievements:

**Grades:** Pass mark = 50%

final score in all three.

N= 400/450 pass = **(88.8 %) pass**

N= 50/450 fail = **(11.2%) fail**

Students who were exposed to social media such as Facebook (88.8% pass/11.2% fail) outperformed the students who were not exposed to Facebook (66.6% pass/33.4% fail) in all the three categories.



## **PRE-TEST:** Control group

The Question:

Write an essay of about 550 words describing your purpose of attending my ICT class?

**Grades:** Pass mark = 50%

**final score** in all three.

N= 250/450 pass = (55.6%) pass

N= 200/450 fail = (44.4%) fail



## POST-TEST: Control Group

The Question:

Write an essay of about 550 words describing your purpose of attending my ICT class? The following are their achievements:

**Grades:** Pass mark = 50%

final score in all three.

N= 270/450 pass = **(60 %) pass**

N= 180/450 fail = **(40%) fail**

Students who were not exposed to social media such as Facebook performed (60% pass/40% fail)..



## Comparison Between Control And Experimental Groups

Control Group		Experimental Group	
Pre Test	Post Test	Pre Test	Post Test
250/450 <b>(55.6%) pass</b>	270/450 <b>(60 %) pass</b>	300/450 <b>(66.6%) pass</b>	400/450 <b>(88.8 %) pass</b>
Significant		Significant	

# Conclusion And Discussion



This research **found** that students who utilized **Facebook** and social media significantly improved:

1. Comprehension skills,  
(430/450 (95.6 %))
2. Satisfaction, motivation  
(430 (95.6 %))
3. Final grades, (66.6%)
4. Critical thinking skills.  
(87.7%)





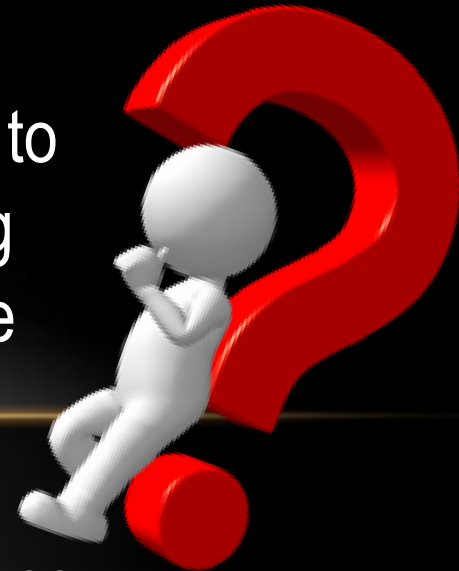
**Results** from this research indicated that the English language learning environment such as Facebook **motivated** learners to continue learning the English language in the class. Learners' **exposure** to the social media such as **Facebook** also statistically improved students' performance in the **final exam**.



# Some specific implication of social media for the instructors:



1. Facebook **reduces stress** on the teacher because its environment is friendly, conducive and student centered.
2. Facebook changes the **teachers' job** to that of facilitator, therefore, allowing her/him to pay more attention to the weak individual learner in the classroom.
3. Facebook **reduces disruption** and stress of teaching in the classroom in the event of teacher absence or change.



# Further Research



This research has investigated the effect of Social media such as Facebook in teaching and learning English as a foreign language to **first year students** of USIM.





Similar investigation should be conducted using **different academic year** to find out how these methodologies affect their comprehension skill, satisfaction, motivation, and their final grade achievement in the exam.