

THE IMPACT of SOCIAL MEDIA (FACEBOOK) on VOCABULARY LEARNING

Rini Listyowati

Universitas Islam Madura, Pamekasan
rinilistyowati428@yahoo.co.id

Abstract: The paper aims to investigate the impact of social media in improving students' knowledge of English vocabulary (focused on facebook). Nowadays Facebook technology seems to play an important part for the social life of so many becoming more popular as a means of communication, that it could meet an educational need. In this study was intended to assess the role and effectiveness of Facebook use in vocabulary learning. Particularly, the research attempts to answer the question: 'Can social media affect students' development and progress in learning EFL?'. In order to discover the answer of the question of the study, a project based on the Facebook for the experimental group was conceived. It was assumed that significant differences were to be found between the groups using social media for learning purposes and those who did not in developing vocabulary knowledge. The study was conducted with 30 students of English Education Department at the Faculty of Teacher Training and Education, Islamic Madura University, 1st and 3rd year students in academic year 2017-2018. The development in each group was measured and it clearly demonstrated more significant improvement in vocabulary of the group exposed to the Facebook group.

Keywords: social media, Facebook, learning languages, vocabulary

INTRODUCTION

There are many ways how to improve students' knowledge of English vocabulary, such as use social media. The fast development in science, technology and media can help the foreign language's teachers in language teaching especially in teaching vocabulary. As the internet grows one of the latest methods of teaching languages in general, vocabulary in particular, is obviously connected to it bringing along clear improvement in the field of foreign language learning. The internet and computer offer so much especially because mastering a language means more than just words, definitions and grammar rules. Consequently, foreign language classes must take advantage and they actually do from the tremendous potential provided by technical devices as TV, video projector, laptop, DVD player, computer into the classroom leading to what Krashen (1982:10) calls subconscious language acquisition. Knowing a language requires getting beyond textbooks, it means understanding the cultural dimension as well.

Learning foreign language use social media is very interesting than only read the textbooks and course books, because textbooks and course books are only in order to increase proficiency and fluency in a foreign language will not yield immediate and efficient benefits. Listening to music, watching TV in a foreign language like movies, cartoons, show, using computer effectively, with everything they may offer can turn boring and sometimes ineffective language lessons into real language learning laboratories.

The present study attempts to explore the impact of computer and social media on intermediate and upper intermediate first and third year ELT students. Particularly, the research aims to answer the question "Can social media effect students development and progress in the foreign language?". It is assumed that significance differences will be found between the groups using social media for learning purposes and those do not in developing vocabulary knowledge. The study focuses on the vocabulary development process, rather than on reading and listening comprehension. While doing this, it uses a vocabulary test applied to participant students twice to assess changes or improvement of

performance as vocabulary acquisition is a continuum of development. Another innovation of the study is using Facebook as a medium for language input.

Social media

Social media is a group of internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content (Kaplan & Haenlein, 2010). Nowadays website such as Facebook has many users and accounts. According to an article posted on Facebook, it appears that Facebook monthly active users now exceed 900 million and their daily active users, exceed 600 million (Facebook, 2018). Facebook is a social utility that connects people with friends and other who work, study, and live around them; founded on February 4, 2004 by Mark Zuckerberg with his college roommates. It looks overnight social media has grown indispensable to our life from friendship and dating to news, weather forecasts and business issues. Social media is a phrase to describe various websites or other forms of technology where people can connect and interact with one another and share information.

People attracted toward using social media because they satisfy two basic human needs: to meet new people and to strengthen existing relationship. The impact of social media relies on the fact that they employ mobile and web-based technologies to create highly interactive platform via which individuals and communities share, create and co-create, discuss, and modify user-generated content. Mikolaj and Piskorski (2011) argue that the secret of successful ones and here they refers to the business than the social successful that they allow people to fulfill social needs that either cannot be met offline or can be met only much greater cost.

Through the social media such as Facebook, the users can send and read or convey the message clearly. This is excellent for improving and building several English skills, such as in writing, the users may gain English writing experience through composing various messages. Facebook helps users improve English reading skills too. Users have the chance to read varied range of messages, leading to learn new words. Users are given opportunity to study their way with words, as well as their word choice. A variety of short message on a myriad of subjects can be read, therefore users are exposed to read new words, facing turns of phrase and sentence, which help in building and expanding the English vocabulary.

Vocabulary Learning

Vocabulary is the core of any language. It is probably the most challenging and time consuming part of learning foreign language. When we learn the fundamentals of a language such as pronunciation, orthography, and basic grammar, learners become familiarized with the words they come across.

When teaching vocabulary the context is really important that is why Samadi (2013) underlines the more opportunities for real communication students might be exposed to when using the internet and the e-mail system in language learning. Nader (1996) admitted the great challenge for lecturers to design individual and group activities using the internet resources and also praised the benefits of the students searching for them and thus exploring different cultures more directly and effectively.

The students who learn foreign language still have problems in acquiring vocabulary. So, the teachers need strategies used in teaching vocabulary. Language teachers started considering technology as an option for teaching more effectively. It seems that learners show very little effort to deal with their problems about new learned words when technology is involved (Meara,1980). During the lesson teachers often assumes that students will deal with this problem of vocabulary building outside the class on their own. However, learners do not have enough knowledge about the vocabulary learning techniques and they have difficulty in dealing with this problem themselves.

METHOD

Significance of the Study

Most of the lecturers still use traditional method in teaching vocabulary course. The lecturers ask the students to memorize some English words everyday and ask them to read a paragraph then find out the difficult words. Therefore, the purpose of the study is to present

the benefits of using Facebook in teaching and learning vocabulary. Facebook is communication tool for the students to find the latest activities, courses and what is generally happening around the English class. Facebook provides way for students to communicate to each other, up to date information, and connect to all the breaking-news and events. Moreover, Facebook contributes to the improving and developing the methodologies in teaching material which suit various ways of teaching and match students' level of achievement in vocabulary.

Limitation of the Study

This study is limited by the number of the participant learners, the sample consisted of 30 students. The study is restricted to the vocabulary referring to British and American terms in point of similarities and differences.

Setting and Participants

The study was conducted with a number of 30 students of English education Department at the Faculty of Teacher Training and Education, Islamic Madura University, 1st and 3rd year students in academic year 2017-2018. The participants took English courses at high school before their undergraduate education in ELT. All the participants were approximately at a similar level (intermediate and upper intermediate).

Design and Procedure

The 30 participants were randomly assigned to each group. In group A (the group exposed to the Facebook, or experimental group), the 15 participants were periodically sent materials and information regarding the vocabulary meant for acquiring and in group B (the group following only the traditional in class teaching method, or control group) the 15 participants learnt the study vocabulary items in class, by reading, translating, comparing. Both groups were given the same pre and post tests.

Research design of the study was using pre and post experiment and group framework to find the impact of Facebook instructional program on students' vocabulary achievements. The test consists of multiple-choice questions. The students' previous knowledge was assessed by pre-test administered to both group (control and experimental) before the study started. The objective of pre-test was to assess the students' background knowledge of words. The same pre-test was used at the end of the study as a post test to assess the students' achievement of the acquisition of the new vocabulary items. The objective of the post test was to assess the effect of both instructional method (Facebook and traditional) on students' achievement.

Facebook exposure at the beginning of each academic year a facebook group is set up for vocabulary course use only, with a limited profile. Students are used to rely on the group receiving materials, information, and support regarding the language matters they are interested in. They are permanent contact each other and with the lecturer as well. For the purpose of this study, several materials were posted to students in group A, or the experimental group, those meant to be exposed to the Facebook content. The pots referred to the various differences between British and American terms: different words, spelling, and were presented in an attractive manner, colorful, organized, reader-friendly.

Steps and Procedure

The research was conducted in the first semester of the academic year 2017-2018. Facebook group was set up. The instruments of the study were prepared. The first common test was given to participants in the second week of the semester (6-11 October 2017) ; after a month the students were divided into the two research groups at random and were exposed either to Facebook teaching material or to the traditional lecture material (around 10-16 November 2017). The common test took place at the end of the first semester 6-11 January 2018 after approximately one month from their exposure to the vocabulary items.

The students were not informed about the aim of the research before they finished with the post test. Students were not allowed to use dictionaries or other materials when solving the test. Beside, before administration of the study the students were reminded that

that participant was voluntary and there would be no extra marks or rewards. There was post test given to both groups.

RESULTS AND FINDINGS

Table1 did not show significant differences between the performance of the two groups (experiment and control) on the vocabulary achievement in the pretest. Only 1% of students in the two groups knew all the answers, whereas the majority 58% of the students was able to answer three questions correctly. There were not significant differences between performances of both groups in the pre-test, so it showed that both groups had similar knowledge about vocabulary before they were exposed to the test.

Table1. The Result of Pre-test Group A and B

Correct answer	Percentage
10	1%
9	10%
6	22%
3	58%
0	9%

The development of each group was measured through post-test. It can be seen the improvement in each group as it appears in Table 2 and Table 3. Table2 and Table 3 shows statistically significant differences between the performances of the experimental and control group on the achievement vocabulary post-test. There is increase in the number of students giving all the answer correctly. It can be compared from the Table 1, 2, and 3. 14% in Group A as compared to the pre-test when percentage was 1% and 10% in Group B as compared to the pre-test when the percentage was same 1%. So, the difference acquired by Group A contrasted to Group B is not very significant.

The percentage of no correct answer decreased significantly with both groups. From 9% to 3% in Group A and from the same 9% to 5% in Group B. Thus, the difference acquired by both groups is significant. This is case for the 3 correct answer entry where the percentage decreased for both groups, whereas the difference between Group A and Group B is not important 28% in Group A and 25% in Group B from the same 58% in pre-test. The result of this study did not support the assumption that the experimental group would outperform the control group because there were not significant differences between experimental group and control group. However, there were improvements in both groups from pre-test to post-test scores.

Nevertheless, the overall differences are slightly in favor of the Facebook instructional strategy as revealed for the experimental group. It means that Facebook strategy in teaching vocabulary proved a little bit more effective than the traditional method, even if it is not necessary crucial.

Table 2. The Result of the Post-test of Group A

Correct answer	Percentage
10	14%
9	22%
6	33%
3	28%
0	3%

Table 3. The Result of the Post-test of Group B

Correct answer	Percentage
10	10%
9	25%
6	35%
3	25%
0	5%

CONCLUSION and SUGGESTION

The aim of this study is to investigate teaching vocabulary using Facebook. It has been assumed that technologies are interesting and should be used as instructional tool for teaching vocabulary. It has also been argued that this type of learning is beneficial for foreign language learners, as it considerably builds confidence and increase learners' interest in the topic. The study showed that the students improved in vocabulary performance and confidence after being learning vocabulary using Facebook as compare to the students who learning vocabulary using traditional instruction only. The students appreciated this type of vocabulary instruction. They were really motivated to challenge themselves to improve their English. The students can comment and send some ideas related to the target topic to the lecturer and to each other on Facebook. Working, teaching, and learning on the internet and dealing with each other through Facebook anytime and anywhere is trendy nowadays. Facebook could become effective medium for backing traditional learning, for example in learning English vocabulary.

REFERENCES

- Al-Samadi, S.(2013). The role of using Facebook in Improving English, TOJSAT: The Online Journal of Science and Technology, Vol. 3, Issue 1
<http://connection.ebscohost.com/c/articles/85324462/role-using-Facebook-improving-english> retrieved 10.03.2014.
- Kaplan. A. M & Haenlein, M. (2010). Users of the World Unite! The challenges and opportunities of social media, Business Horizons 53 (1). Issue 1, P.61
<http://michaelhailein.com/Publications/Kaplan,%20Andreas%20-%20users%20world,%20unite.pdf>. retrieved 20.03.2014.
- Krashen, S. (1982). Principles and Practice in Second Language Acquisition, Oxford: Pergoman.
- Meara, P. (1980). Vocabulary Acquisition: a neglected aspect of language learning.
<http://www.lognistics.co.uk/vibrary/meara1980.pdf>.
- Nadar, R. 1996. Digital Democracy in Action, Forbes, 2 December: 49 apud Seham Al-samadi, The role of using Facebook in improving English TOJSAT: The Online Journal of Science and Technology July 2013, vol. 3 Issue 1.
- Piskorski, M.J. (2011). Social Strategies that Work. Harvard Business Review, 89 (11): 116-122,
<http://www.hbs.edu/faculty/pages/item.aspx?num 41067>, retrieved 20.03.2014.