

# The Usefulness of Facebook as a Teaching Tool

Author: Dr Ha Thu Nguyen      Email: [ntha.nn@uneti.edu.vn](mailto:ntha.nn@uneti.edu.vn)  
MA. Tieu Yen Thi Do      Email: [dtty@uneti.edu.vn](mailto:dtty@uneti.edu.vn)  
MA. Phuong Viet Vu      Email: [yvphuong@uneti.edu.vn](mailto:yvphuong@uneti.edu.vn)  
MA. Thanh Ha Thi Nguyen      Email: [nntha.khoann@uneti.edu.vn](mailto:nntha.khoann@uneti.edu.vn)  
University of Economics – Technology for Industries, Vietnam

## **Abstract**

*Social media as a learning platform has widely been drawn much attention from pedagogists since the breakdown of the Covid-19 pandemic. This study aims to investigate how students at the University of Economics – Technology for Industries, Vietnam perceived Facebook in terms of ease of use, usefulness, and attitude toward the use of Facebook for studying English vocabulary and found out whether these factors were correlated. The participants were 56 first-year non-English major students who took an English course in the first semester of the 2021 - 2022 academic year. The vocabulary pre-test and post-test and the questionnaire were used for data collection. The results of this study revealed that overall mean scores of perceived ease of use and perceived usefulness was at a high level, and most students had a positive attitude toward the use of Facebook for studying English. Results also showed the positive effect of using Facebook on improving the students' vocabulary enrichment of the experimental group, compared to the control group. Utilizing Facebook as a teaching and learning tool was recommended for English teachers and students.*

**Keywords:** Facebook, social media, vocabulary enrichment, non-English major students, University of Economics – Technology for Industries, Vietnam

## Introduction

The needs for alternative tool in teaching and learning come in to enhance the ability of students in learning a foreign language. It is evident that two hours or even 6 hours of teaching and learning English per week is not enough to enable the students to practice English and getting enough vocabulary.

Vocabulary is one of the most important parts of teaching and learning a foreign language. It is the basic background for the development of all the other skills such as reading, listening, speaking, writing, spelling, and pronunciation. It is a fact that vocabulary is the main tool for students in their attempt to learn English well. However, vocabulary is the most comprehensive and most difficult aspect of English for foreign learners to master thoroughly.

Therefore, there is a need to find a solution to the above problem, particularly in creating environment for students to use English language and learn vocabulary well even outside the classroom. Current global developments, especially in computer technologies have opened up more opportunities for English teachers to design and implement Information Communication Technologies (ICT)- based lessons to make teaching and learning a foreign language more interesting.

Alternative teaching and learning using computer-based has been used by many researchers, for example, “Teaching English during Covid-19 Pandemic – Using Facebook Group as an LMS: A Study on undergraduate Students of a University in Bangladesh” by Benazir Elahee Munni; Sheikh Mehedi Hasan (2020); “Enhancing students’ vocabulary knowledge using the Facebook environment” by Muhammad Kamarul Kabilan Tuti Zalina Mohamed Ernes Zahar. (2016). However, these areas still have a lot of potential to be researched as technologies develop very fast and operate differently, especially in the Vietnam context.

## LITERATURE REVIEW

### 1. The role of vocabulary in learning a language.

Nobody can decline the important role of vocabulary in learning a language because it is the foundation of every language. Vocabulary is the raw building blocks that we use to communicate, express our thoughts and ideas, share information, understand others, and grow personal relationships.

Vocabulary is one of the main components of foreign language learning. It encompasses all the words, we must know to access our background knowledge, express our ideas and communicate effectively, and learn about new concepts. Learners’ vocabulary knowledge is linked strongly to academic success. Evidently, learners who have large vocabularies can understand new ideas and concepts more quickly than learners with limited vocabularies.

We can still use a language even if we barely know this language and have zero grasps of grammar. However, we can't communicate if we don't know the vocabulary. Though learners’ ability to communicate becomes much more effective once their language abilities develop, they are still able to communicate using vocabulary alone.

Wilkins (1972)- a British linguist – confirmed that “without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed.”

It is the fact that a large vocabulary helps develop other language skills. If EFL students have a wider vocabulary in their target language it also helps support all four language skills: reading,

writing, listening, and speaking. In 2015, Paul Nation noted in his research on vocabulary learning: “Vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform.”

In fact, the connection between vocabulary and foreign language attainment has been widely researched over the years. In 2012 paper, Hilde van Zeeland said that a learner’s vocabulary knowledge isn’t the only factor when it comes to listening skills but it certainly plays an important role. In addition, vocabulary also has an important role in speaking skills. Even if you’re a native speaker, you’ve probably experienced a time when a particular word is ‘on the tip of your tongue’ but you’re unable to remember it. This situation is frustrating and often cut the conversation short. It works similarly an EFL learner, if they don’t know (or can’t remember) that piece of vocabulary, they will be unable to completely express their message. For this reason, vocabulary is widely considered to be perhaps the most crucial element when it comes to a person’s ability to speak a foreign language. Koizumi, R. (2005) asserted “...out of five factors (i.e., accent, comprehension, fluency, grammar, and vocabulary), vocabulary was the only one that affected level differences between learners at novice and intermediate levels. For learners at intermediate levels and above, all the five factors affected level differences, but vocabulary frequently appeared as the discriminatory factor.”

Learners will also find it much easier to express themselves in writing if they have a larger vocabulary. They will have a larger selection of words to choose from and they will be able to be more precise when they want to express a thought, feeling, event or idea.

If we want to improve the overall standard of English language teaching and create better learning materials for our learners we need to focus closely on vocabulary.

## **2. The role of social media in learning a foreign language.**

Social media is website and application or computer mediated technology that enable users to create and share various content, information, ideas, interest and various expression through communities by using virtual network or to participate in social networking. From this definition the core component of the social media are the technology and the application that enable people to connect each other.

It is evident that learning language now should not have been as difficult as it was in previous time since there are many technologies and facilities as learning media become available to help learn a foreign language. Especially, with the Covid-19 pandemic time, interactive social media and virtual web-based communities is gaining popular everyday as the number of web-based courses, colleges, and schools continues to increase significantly. Every learner has to learn at home through social media. Instead of offline classes, learners and teachers join in virtual classes. Vietnam is no exception to this worldwide phenomenon; hence in 2020 all educational institutions were closed down to prevent the spread of deadly coronavirus. Educational institutions were compelled to shift education from classrooms with four walls to the virtual class.

Currently, although learners can go to schools, the popularity of social media in education is still increased because the process of teaching and learning can take place independence of place and time and more importantly, they have many advantages by allowing for a more interactive, personalized, and independent learning experience. Digital devices also have been used not only to complement established education aids but also to develop new ways of

learning for learners and teachers. Web based learning environments actually have great potential to support learner-centered learning as they are flexible, interactive, and resource-rich in nature.

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) - an organization of education, science and culture of the United Nations (UN) has ensured that all developed and developing countries have the best educational facilities needed to prepare young people to play a full role in modern society and to contribute to the development of knowledge. The strategy used is to integrate the use of Information and Communication Technology (ICT) in education. The approach supports active and creative teachers who are able to stimulate and manage learning of students, integrating a range of preferred learning styles and uses of ICT in achieving their goals (Noor-Ul-Amin, 2013:67). The application of ICT strategies in the learning process is expected to be a solution not only for learners but also for teachers in learning and developing critical thinking skills, generalist competencies, decision making, handling of dynamic situations, and communicating effectively. Alfawareh & Jusoh (2017) said that the use of information communication technology that has been so sophisticated to support the success of updating learning strategies and techniques. Nasution (2016) also said that ICT easily and cheaply has eliminated the boundaries of space, time and place that have so far limited the world of education. The development of social media is also inseparable in all current community activities.

Vietnam society cannot be separated from online media (internet) especially among teenagers who are almost daily occupied with the use of social media that starts unstoppable. The social media that is being loved by Vietnamese people with both old and young people has provided so many benefits ranging from learning facilities, looking for old friends. Some social media that have become the trend of today's young people in Vietnam are Facebook, Youtube, Twitter and Instagram.

The rapid development of the online world has begun to be glimpsed as a golden opportunity as well as a challenge by various groups including educational activists. Social media has enough means and access to develop language skills. Several studies on social media have been carried out and these researches only focuses on the learning process in general. This research takes part specifically in using Facebook as a tool to learn English in Vietnam. This is based on the fact that social media users in Vietnam are massive and the users continue to increase using social media accounts as Facebook that can be accessed anywhere at any time.

### **3. Using the Facebook environment to enhance students' vocabulary knowledge.**

Social Networking Sites (SNSs) are virtual spaces where people of similar interest gather to learn, communicate, share photos and discuss ideas with one another. Learners are able to maintain connectivity in a language class with less anxiety and a higher level of motivation and self-confidence because they are familiar with SNSs and enjoy accessing them frequently.

Facebook has a variety of interactive features and it attracts the users to play and enjoy it (Ellison et al., 2007). The Facebook always provides a convenient environment for the development of discourse communities with its varied participatory mechanisms. The learners also belong to a 'Network' defined primarily by the educational institution with which they are, or have been, affiliated.

Krashen (2009) showed that a reduction in the affective filters, mainly anxiety, and an increase in motivation and self-confidence are keys to nurturing a positive environment which could accelerate foreign language acquisition. In addition, one of the most effective ways to learn a foreign language is to use that language in daily life. But when such an opportunity is not available as in Covid-19 pandemic, websites like Facebook can prove rather effective in helping in enhancing learners' proficiency.

In 2012, Kho & Chuah did a study on Encouraging ESL Discourse Exchanges via Facebook and from the result obtained, it is recommended that the educators incorporate the teaching and learning activity with online social networks such as Facebook to create more fun and interactive lessons. In this study, the students involved actively in exchanging ideas or opinions through Facebook compared to traditional classroom. Apart from that, the students said that their vocabulary were enhanced by reading the comments by their friends in the group.

Wang, Lin, Yu, and Wu (2012) found that, with the help of Facebook as a joint learning tool, students performed better, and displayed more participation in and contentment with their learning. Valenzuela et al. (2009) found that students who were also Facebook users were more satisfied with their lives and displayed more engagement as members of their society. Wang, Woo, Quek, consequently, using Facebook as a learning tool should be promoted since the language used on Facebook is genuine English, and it also encourages students to learn and augments their language proficiency. These researches revealed that students viewed Facebook favorably as an online learning tool, more studies should be conducted to find out whether and to what extent Facebook can help improve students' English competency in special fields such as vocabulary.

Considering these criteria, Facebook was chosen as our SNS in this research. In Vietnam, Facebook is not only one of the most prominent SNSs but also offers great potentials for teaching and learning as many students use Facebook regularly. Among social networks in Vietnam, Facebook is dominant currently. According to Wearesocial, Vietnam is among Facebook's top 10 countries by users (ranked 7<sup>th</sup>) and people spend more than two hours each day on average on the social media network. Currently, it is hard to find a good alternative SNS to compete Facebook in Vietnam. "Vietnam's young and growing population, combined with rising disposable income will support an increase in smartphone usage and technology services in the coming years, helping to further fuel the popularity of social media platforms, such as Facebook", Alice Mummery, the Asia analyst at the Economist Intelligence Unit, said. Therefore, Facebook is very popular and become indispensable with students. Facebook entered Vietnam at the time of the boom in population and Internet. This advantage explains the popularity of Facebook in the country with 90 million people who enjoy benefits from Internet and Technology service. According to the mobile app rankings, it is clear to see that Facebook is the first choice for Vietnam's young people (age: 18-34) who have actively reached to Internet quickly for several purposes (connecting with friends, learning, shopping, etc) whenever and wherever they want. Actually, many Vietnamese people are using Facebook every day as a habit. So, why don't we use Facebook for them to learn a foreign language well. In our review, we did not find any published studies on the use of Facebook for vocabulary learning or teaching in Vietnam. However, many studies on over the world were done about the use of CMC and ICT for vocabulary teaching and learning reveal that CMC and ICT contribute to a considerable level of learning new vocabulary and enhance students' vocabulary

knowledge. Based on the study of vocabulary learning with word lists, word cards, and computers, in 2008 Nakata found that high school students experience a far more effective spaced learning of second language vocabulary via computers due to their higher retention rate of words learnt than lists, as well as the positive effect exerted by the computers on the students' motivation to learn vocabulary. Many other ICT and CMC reviews and studies related to vocabulary teaching and learning indicate significant and positive outcomes such as enhancement of vocabulary knowledge (Stockwell, 2007; Zapata & Sagarra, 2007; Liu et al., 2002) and vocabulary recall and recognition (Chen & Chen 2009; Jones, 2006). According to these studies and reviews, it is possible that Facebook may also lead to similar positive outcomes in terms of students' vocabulary learning. This study may well provide us with more information and a deeper understanding of how students in Vietnam enhance their vocabulary knowledge in the SNS environment with the integration of SNS, in particular Facebook.

In line with this, the authors posed the following research questions:

1. What are the students' perceived ease of use and usefulness of Facebook?
2. How did the students respond to doing the learning activities in Facebook?
3. To what extent does Facebook help learners to enhance their vocabulary knowledge?

### **III. METHODOLOGY**

#### **Participants**

The participants were 56 students who were enrolled "English 1" course at UNETI during the first semester in 2021 - 2022. It was a 4-credits, 15- week compulsory course taken by the first-year students from all faculties. This course was selected by the following reasons. Firstly, the course content includes many EFL tasks provided an opportunity to create activities in Facebook to improve students' vocabulary. This course was carried out with the purpose as a pilot project of using social media to support learning English as a foreign language. Therefore, Facebook was used instead of the Learning Management System to connect with students. The participants needed to follow up the course contents or announcements through Facebook. The first-year students were chosen as participants in this study since they were new at the university so they were rather active and energetic in doing the given tasks. They are between the ages of 18 to 19 years old and their English level proficiency is of mixed ability. These participants were divided randomly in 2 groups, 28 students in the Experimental Group (EG) and 28 students in the Control Group (CG).

#### **Research instruments**

To collect the data about students' English vocabulary knowledge, a pre-test, and a post-test were used.

Firstly, the pre-test for the respondents was used to get background information about their vocabulary knowledge.

Secondly, after 15 weeks, a post-test was used to measure the effect of Facebook on students' English vocabulary. For many experimental designs, pretest and posttest designs are the preferred methods to compare the experimental group and control group. In addition, it helps to measure the degree of change occurring as a result of interventions. The pre-test and post-test are the vocabulary tests with level A2 (CEFR). These tests were designed at A2 level.

(1) A pre-test (15 multiple choice questions and 10 gap-fill exercises. (2) A post-test (15 multiple choice questions and 10 gap-fill exercises). The items in the pre-test and post-test to evaluate students' vocabulary knowledge, understanding and use were adopted and developed based on the syllabus and course modules. These tests were done by 5 excellent English teachers at UNETI to check their reliability and the validity. Moreover, a pilot test was done with a small group of other students who has the same level as the participants to check. Therefore, the pre-test and post-test are completely valid and reliable.

Thirdly, questionnaires about were also distributed after the project for the experimental group to measure the students' perception and interest in using Facebook. A questionnaire is a research tool featuring a series of questions used to collect useful information from respondents. It helps the researcher gain relevant information quickly and effectively. The questionnaire was adapted from Orachorn Kitchakarn (2016). It includes 3 statements about Students' Perceived Ease of Use of Facebook, 13 statements about Students' Perceived Usefulness of Facebook and 8 statements about the use of Facebook for doing activities which students rated on a five-point Likert scale ranging from strongly agree to strongly disagree (in Appendix).

Web links and questions posted in Facebook were also based on the English 1 syllabus of UNETI.

### **Data Gathering Procedures**

In this semester, the English syllabus in the classroom for students of both groups is the same. However, only students in the EG learn through Facebook prior to the Post-Test whereas the CG learn through LMS as usual.

The study was carried out in 3 phases:

#### ***Phase One: Pre-test***

All participants in EG and CG were given the pre-test by the teacher in the first week of January 2022 to identify and determine their vocabulary knowledge. They were given 30 minutes to complete the pre-test.

#### ***Phase Two: Pedagogical Use of Facebook***

This phase is only for the participants in EG. For each student, a computer with Internet connection was assigned during the lesson, whereby the researchers with the role as teachers closely monitored and facilitated the students' learning activities using Facebook. In this treatment phase, the teachers taught English using the course module via the Facebook environment in the computer lab. Oral instructions and guidance were given when necessary, particularly when the students didn't know or understand what to do. The teaching and learning activities in the Facebook environment include:

i. In the Facebook environment, discussion sessions were not only confined during the lessons but also outside classroom time. After each face-to-face lesson, the teacher would go online and chat with the students via Facebook outside the classroom time to explain or discuss further on the topics that were taught in the classroom. Most of the discussions in the Facebook (after classroom) discussion lasted up to 15 minutes.

ii. Facebook will be linked to videos, online dictionaries and other websites related to the topics for each week were posted in the teacher's Facebook to assist the students' learning. For the topic 'Instructions', the teacher posted video web links on various types of instructions on the Facebook 'Wall'. Participants were asked to watch the videos and analyze the topics

that were presented in the videos, as well as focusing on the relevant vocabulary used in the video. The participants were required to use the online dictionaries, which were posted on the Facebook 'Wall' by the teacher, to refer and look up the meaning of words used in the video that they did not understand. Some of them also discussed more about the meaning of these words and they can post their meanings on their Facebook 'Wall'.

iii. After viewing the videos, the students posted their own written of the topics (in the form of an essay) on their Facebook 'Wall'. The students' instructions were not the same as the one demonstrated in the posted video, but were a different based on their understanding and interpretation of the topics provided in the video. They must use different words or phrases, especially the meaning of the words that they looked up in the online dictionaries, to depict the original instructions. All students read others' written instructions, and were asked to critique, evaluate, comment and give feedback on each other's versions of instructions that they posted on their Facebook 'Walls'. Phase 3 continued for 14 weeks, and various forms of English vocabulary exercises based on the module on description of people and objects, topics, telephone skills and enquiries were posted on the Facebook environment, as well as given to the 28 participants during and after the lessons.

### ***Phase Three: Post-test***

The students underwent a post-test given by the teacher in the last week of April 2022. As in the pre-test, the students of both EG and CG were given 30 minutes to complete the post-test. After doing post-test, students in EG did questionnaires to express their opinions about using Facebook in learning English.

### **Data analysis**

SPSS was chosen to analyze this data because IBM SPSS Statistics V25.0 helps to improve decision-making and productivity through simulation modeling and augmented integration with other tools. It continues to add to its predictive analytics techniques through improved tools, output, and ease-of-use features. This release focuses on increasing the analytic capabilities of the software through:

- Easily consumable analytical output
- Enhanced Monte Carlo simulation technique to improve model accuracy
- Faster performance with increased productivity and effectiveness using a range of specialized techniques.

A paired samples t-test is used to compare the means of two samples when each observation in one sample can be paired with an observation in the other sample.

Cronbach's alpha coefficient helps researcher determine the internal consistency of questionnaires.

## **FINDINGS AND DISCUSSIONS**

### **1. The students' perceived ease of use and usefulness of Facebook**

**Research Question 1:** What are the students' perceived ease of use and usefulness of Facebook?

Table 1 shows the reliability statistics of questionnaires. The Cronbach's alpha coefficient is used to determine the internal consistency of a multiple-item questionnaire. The

usual range is between .00 and 1.0. The Cronbach's alpha score was .985 indicating that all questions were constructed similarly. This questionnaire is reliable and trustworthy.

*Table 1: The reliability statistics of questionnaires.*

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.977	.985	21

Table 2 show the Mean and Standard Deviation of Students' Perceived Ease of Use of Facebook. According to Table 2, the overall mean score of students' perceived ease of use was at a high level (Mean = 4.71 – 4.93). When considering each item, it was found that ease of accessing from mobile phone is highest with the Mean = 4.93, followed by ease of finding school-related information with Mean = 4.83, and the last is ease of making a post, uploading pictures and videos with Mean = 4.71. All these three items were at a high level.

*Table 2: Mean and Standard Deviation of Students' Perceived Ease of Use of Facebook*

Statement	Mean	S.D.	Level
1. Facebook is easier to access from my mobile phone	4.93	.262	High
2. It's easy to make a post, upload pictures and videos on Facebook.	4.71	.460	High
3. Facebook is easier to find school-related information	4.86	.448	High

Table 3 show the Mean and Standard Deviation of Students' Perceived Usefulness of Facebook. It demonstrates the overall mean score of perceived usefulness of Facebook which was at high level (Mean > 4.00). The first highest mean score fell on item no. 4 and no. 9 with Mean = 4.93 (Facebook is a good place to keep in contact with other students from class and Facebook is a good place to discuss different topics with classmates), followed by item no. 6, no. 8 and no. 11 with Mean = 4.89 (Facebook is a good place to check class notes or homework posted by the teacher. Facebook is good place to check for class-related information and notices. Facebook is a good place to access links to resources provided by the teachers.) The lowest mean score was on items no. 10 with Mean = 4.11 (Facebook is a good place to do assignments). All of the items were at high levels (Mean > 4.00) and that means all students' perceived ease and usefulness of Facebook are very good. This result may be related to the habit of students in using Facebook every day.

*Table 3: Mean and Standard Deviation of Students' Perceived Usefulness of Facebook*

Statement	Mean	S.D.	Level
4. Facebook is a good place to keep in contact with other students from class.	4.93	.262	High
5. Facebook is a good place to contact my teacher outside classroom.	4.75	.518	High

6. Facebook is a good place to check class notes or homework posted by the teacher	4.89	.315	High
7. Facebook is a good place to ask for help about homework assignments	4.14	.970	High
8. Facebook is good place to check for class-related information and notices.	4.89	.315	High
9. Facebook is a good place to discuss different topics with classmates	4.93	.262	High
10. Facebook is a good place to do assignments	4.11	1.066	High
11. Facebook is a good place to access links to resources provided by the teachers.	4.89	.315	High
12. Facebook is a good place to read articles and prepare for next class	4.25	.967	High
13. Facebook is a good place for classmates to do vocabulary assignments.	4.14	.932	High

These findings indicate that students felt comfortable when social media as Facebook was used as a learning tool in the course. The reasons may have been the popular use of Facebook. In Vietnam, Facebook is undeniably the most popular social networking site young generation use in daily life. As a result, students found it rather easy to communicate with one another on Facebook. They feel interesting when they learn through Facebook. Regarding the high level of perceived usefulness, Facebook was considered as a good place for students to learn alone, learn together or communicate with their teacher. The functions of Facebook itself attracted students and made learning more meaningful. Apart from that, there were many other elements of the learning context involved that students might consider useful such as posting homework, accessing links, discussing, and learning tasks. According to table 2 and table 3, perceived ease of use had positive relationships with perceived usefulness of Facebook. This idea was consistent with previous studies in that perceived ease of use had the strongest significant influence on perceived usefulness (Ellison et al, 2007; Valenzuela et al, 2009; Wang, Lin, Yu and Wu, 2012; Kho & Chuah, 2012). It is evident that comfort with Facebook usage enabled students use it happily and see the importance of it. In addition, they were comfortable with Facebook as they perceived its usefulness. With the role as a learning equipment in learning English as a foreign language in Vietnam, Facebook has interesting idea for educators in Vietnam.

## 2. The response of students to doing the learning activities on Facebook

**Research question 2:** How did the students respond to doing the learning activities on Facebook?

Table 4 shows the Mean and Standard Deviation of Students' Attitude toward Doing the learning activities in Facebook. According to this data, the overall mean score of attitudes toward doing the learning activities in Facebook was positive (Mean > 4.00). That means students like doing the learning activities on Facebook. The first highest mean score fell on item no. 18 with Mean = 4.79 (Submitting English tasks in Facebook helps me to save time),

followed by item no. 14 with Mean = 4.57 (Doing the activities in Facebook is convenient) and item no. 20 with Mean = 4.43 (I feel actively involved in all activities in Facebook). The lowest mean score was on items no. 21 with Mean = 3.86 (I become prudent after doing vocabulary tasks on the Facebook). At this statement, most of students became prudent after doing vocabulary tasks on the Facebook, but some were not. The reason may be that students still think Facebook as an entertainment equipment. However, it's interesting to see that all the items were positive level.

*Table 4: Mean and Standard Deviation of Students' Attitude toward Doing the learning activities in Facebook*

Statement	Mean	S.D.	Level
14. Doing the activities in Facebook is convenient	4.57	.690	Positive
15. Doing the activities in Facebook can increase my productivity.	4.36	.826	Positive
16. Doing the activities in Facebook provide me with a motivating learning environment	4.25	.887	Positive
17. Learning new vocabulary in Facebook is helpful for my study.	4.18	.945	Positive
18. Submitting English tasks in Facebook helps me to save time	4.79	.418	Positive
19. I increase my vocabulary knowledge through the activities in Facebook	4.14	.848	Positive
20. I feel actively involved in all activities in Facebook	4.43	.742	Positive
21. I become prudent after doing vocabulary tasks on the Facebook	3.86	.932	Positive

The result of this research supports the findings which also found positive attitude toward social media as a learning tool of Alfawareh & Jusoh, 2017 and Nasution, 2016 According to this result, the benefits of social media or Facebook as a learning tool were demonstrated. It helps students like learning in many aspects. Students could learn, work, communicate together very well. Students find interesting in learning vocabulary through Facebook. According to table 2, 3 and 4, attitude had positive relationships with perceived ease of use. This result shows the positive attitude and the comfort of students in learning English on Facebook. It is the fact that if educators choose the social media that students like and use it regularly, it will enhance students' attitude in learning.

### **3. The effect of Facebook to students in enhancing their vocabulary knowledge**

**Question 3:** To what extent does Facebook help learners to enhance their vocabulary knowledge?

In this research, the students of EG and CG are chosen randomly and as illustrated in Table 5, the scores of students in CG are slightly higher than score of students in EG. In this table, the researcher classified students' level into 4 main types as poor (score: 0-3), low (score: 4-5), medium (score: 6-7), high (score: 8-10). In this pre-test; all of participants are at least scored 5. Based on the UNETI Admission Exam, their level of English skills should have been

A2, however, as they received a scope of grades, from 5 - 8, in reality their skills' level ranges from A2 to B1. In the pre-test, low score of EG and CG are approximately with 60.7% and 46.5 %. Similar with medium level, 39.3% of EG and 53.5% of CG scored medium.

However, after the intervention approach the result displayed in Table 4 indicated otherwise. The EG obtained better results than their counterparts in the CG. 71.4% students in EG obtained medium score and 28.6% students got high score. In the CG, there is still 14.3% for low level. Medium level is the highest with 85.7% and nobody is under the high-level category. This result shows that learning vocabulary through Facebook help learners to enhance their vocabulary better than learning through as usual.

*Table 5. A comparison of pre-test and post-test scores for the experimental and control groups*

Score level	Pre-Test				Post-Test			
	Experimental Group N = 28		Control group N = 28		Experimental Group N = 28		Control group N = 28	
	Freq	%	Freq	%	Freq	%	Freq	%
Poor	0	0	0	0	0	0	0	0
Low	17	60.7	13	46.5	0	0	4	14.3
Medium	11	39.3	15	53.5	20	71.4	24	85.7
High	0	0	0	0	8	28.6	0	0

*Key: Poor:0-3 Low: 4-5 Medium:6-7 High:8-10*

Table 6 indicated the difference in the scores of pre-test and post-test. In the pre-test, the minimum score of participants is 5 in both groups; and the maximum score is 7. In the post-test, though the minimum of EG is 6, the minimum of CG is still 5. The maximum of EG increase to 9 and in the CG, the maximum is only 7. In the EG, the mean score increases from 5.43 to 7.00 with the Std. Deviation is .573 in pre-test and .861 in post-test. However, in the CG, the mean score increases only from 5.61 to 6.07 with the Std. Deviation in pre-test is .629 and .604 in post-test.

*Table 6. Scores of participants in pre-test and post-test*

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
EG Pre-test	28	5	7	5.43	.573
CG Pre-test	28	5	7	5.61	.629
EG Post-test	28	6	9	7.00	.861
CG Post-test	28	5	7	6.07	.604
Valid N (listwise)	28				

*Key: EG: Experimental Group CG: Control Group*

A paired sample t-test was conducted and showed in Table 7. According to table 7, the result displays that the EG performance was significantly better than the counterparts' results in the CG. The EG obtained t value -14.5168, df = 27. The CG's t value is -4.837, df = 27. In comparison between EG and CG, the t value is 9.0108 and df = 27, Mean = .929 and Std. = .719. It indicates that the results of the Post-test and Pre-test of 2 groups is significant, however, the score of EG is better than CG. Therefore, the intervention approach of Facebook in learning instead of LMS has improved the vocabulary knowledge amongst the participants in the EG.

Table 7. Means, standard deviations and t-value of percentage score of the pre-test and post-test of the experimental and control groups

**Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	EG Pre-test - EG Post-test	-1.571	.573	.108	-1.794	-1.349	-14.518	27	.000
Pair 2	CG Pre-test - CG Post-test	-.464	.508	.096	-.661	-.267	-4.837	27	.000
Pair 3	EG Post-test - CG Post-test	.929	.539	.102	.719	1.138	9.108	27	.000

According to table 5, 6, 7, we can see that learning vocabulary through Facebook is actually useful. The questionnaires' result showed that Facebook helps students like learning through Facebook, they feel comfortable and convenient. Maybe that's reason why their vocabulary knowledge is better after Facebook project. However, we cannot say that the learning through LMS was useless – the CG students still maintained the level of skills and even – although insignificantly – increased them. We may say that both kinds of learning contribute to students' vocabulary development, but the contribution of learning through Facebook is greater. Actually, we cannot deny the role of Facebook project in promoting students' vocabulary knowledge. The result of this research supports the findings of Nakata, 2008; Stockwell, 2007; Zapata & Sagarra, 2007; Liu et al., 2002, Chen & Chen, 2009 and Jones, 2006.

**V. CONCLUSION**

This research will be useful for any teachers who want to integrate social media in future courses for language development, especially using Facebook in learning English vocabulary. The results of this study revealed that overall mean scores of perceived eases of use and perceived usefulness were at a high level, and most of students had a positive attitude toward the use of Facebook for studying English. Results also showed positive effect of using Facebook on improving the students' vocabulary enrichment of the experimental group, compared to the control group. It showed that students' vocabulary knowledge was positively

correlated with perceived usefulness of Facebook and attitude toward learning English through Facebook. In addition, students' perceived usefulness of Facebook was also correlated with their attitude toward doing the activities in Facebook. This will certainly motivate them to learn. In addition, choosing the right social media has a huge impact on participation. Facebook is suitable for the course as the features of Facebook are user friendly and it is the trend of young generation, so students tend to have positive attitude toward learning through Facebook. In addition, Facebook can be a platform of supplementary materials that teachers provide for learners to study outside class in order to gain knowledge. Therefore, utilizing Facebook as a teaching and learning tool was recommended for English teachers and students. This allows them to have more time for other contents in class. However, though Facebook can be used to facilitate students' learning in English to increase students' vocabulary, there are many factors to be considered when creating any learning tasks. To get good results, the selected activities or tasks should be beneficial and helpful to improve learner's language proficiency.

### Reference

- Alfawareh, H. M., & Jusoh, S. (2017). The Use and Effects of Smartphones in Higher Education. *International Journal of Interactive Mobile Technologies (IJIM)*, 11(6), 103.
- Chen, C. & Chen, Y. (2009). *Effectiveness of constructed responses and multiple-choice questions on recall and recognition in a webbased language learning environment*. In Kong, S.C., Ogata, H., Arnseth, H.C., Chan, C.K.K., Hirashima, T., Klett, F., Lee, J.H.M., Liu, C.C., Looi, C.K., Milrad, M., Mitrovic, A., Nakabayashi, K., Wong, S.L., Yang, S.J.H. (Eds.) *Proceedings of the 17th International Conference on Computers in Education [CDROM]* (pp. 915-919). Hong Kong: AsiaPacific Society for Computers in Education.
- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, 13(3), 319-340.
- Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The Benefits Of Facebook "Friends:" Social Capital And College Students' Use Of Online Social Network Sites. *Journal of Computer-Mediated Communication*, 12(4), 1143–1168.
- Hilde van Zeeland. (2012). Measuring second language vocabulary acquisition. *Linguistics. Language Learning Journal*.
- Jones, L. (2006). Effects of collaboration and multimedia annotations on vocabulary learning and listening comprehension. *CALICO*, 24(1), pp. 33-58.
- Kho, M. G., & Chuah, K.-M. (2012). Encouraging ESL Discourse Exchanges via Facebook.: A Study on Engineering Students Centre for Language Studies. *INNOCONF2012-PPR-18*, 34, 44–48.
- Koizumi, R. (2005). Predicting speaking ability from vocabulary knowledge. *JLTA Journal*, 7, 1–20
- Krashen, S. D. (2009). *Principles and practice in second language acquisition*. Oxford, United Kingdom: Pergamon Press Inc.
- Liu, M., Moore, Z., Graham, L., & Lee, S. (2002). A look at the research on computer-based technology use in second language learning: Review of literature from 1990-2000. *Journal of Research on Technology in Education*, 34(3), pp. 250-273.

Nakata, T. (2008). English vocabulary learning with word lists, word cards and computers: Implications from cognitive psychology research for optimal spaced learning. *ReCALL*, 20(1), pp. 3-20.

Nasution, M. I. P. (2016). Strategi Pembelajaran Efektif Berbasis Mobile Learning pada Sekolah Dasar. *Jurnal Iqra, (V) technology. MIS Quarterly*, 13(3), 319-340.

Noor-Ul-Amin, S. (2013). An Effective Use of ICT for Education and Learning by Drawing on Worldwide Knowledge, Research, and Experience. *ICT as a Change Agent for Education*. India: Department of Education, University of Kashmir.

Stockwell, G. (2007). A review of technology choice for teaching language skills and areas in the CALL literature. *ReCALL*, 19(2), pp. 105- 120.

Valenzuela, S., Park, N., & Kee, K. F. (2009), *Is there social capital in a social network site? Facebook use, and college students' life satisfaction, trust, and participation*. *Journal of Computer-Mediated Communication*, 14(4), 875–901.

Wang, J., Lin, C., Yu, W. & Wu, E. (2012). Meaningful engagement in Facebook learning environments: Merging social and academic lives. *Turkish Online Journal of Distance Education*. 14(1), 302-322.

Wang, Q., Woo, H., Quek, C., Yang, Y., & Liu, M. (2012). Using the Facebook group as a learning management system: An exploratory study. *British Journal of Educational Technology*, 43 (3), 428–438.

Zapata, G. & Sagarra, N. (2007). CALL on hold: The delayed benefits of an online workbook on L2 vocabulary learning. *Computer Assisted Language Learning*, 20(2), pp. 153-171.

Wilkins, D.A., 1972. *Linguistics in Language Teaching*. Australia: Edward Arnold

Vietnam Net. *Facebook officially enters Vietnam*. Retrieved May 2, 2014, from

<http://english.vietnamnet.vn/fms/science-it/94575/facebook-officially-entersvietnam.html>

<https://saigoneer.com/vietnam-news/12377-81-of-vietnam-s-young-netizens-use-social-media-as-daily-news-source>

[report#:~:text=According%20to%20a%20recent%20report%20published%20by%20the,from%2038%20countries%20follow%20and%20perceive%20news%20media.](http://www.researchgate.net/publication/292386774_Enhancing_students%27_vocabulary_knowledge_using_the_Facebook_environment)

Digital 2019 Vietnam (Wearesocial)

[https://www.researchgate.net/publication/292386774\\_Enhancing\\_students%27\\_vocabulary\\_knowledge\\_using\\_the\\_Facebook\\_environment](https://www.researchgate.net/publication/292386774_Enhancing_students%27_vocabulary_knowledge_using_the_Facebook_environment)

[https://www.academia.edu/43504862/Teaching\\_English\\_during\\_COVID\\_19\\_Pandemic\\_Using\\_Facebook\\_Group\\_as\\_an\\_LMS\\_A\\_Study\\_on\\_Undergraduate\\_Students\\_of\\_a\\_University\\_in\\_Bangladesh](https://www.academia.edu/43504862/Teaching_English_during_COVID_19_Pandemic_Using_Facebook_Group_as_an_LMS_A_Study_on_Undergraduate_Students_of_a_University_in_Bangladesh)

<https://files.eric.ed.gov/fulltext/EJ1059712.pdf>

<https://e.vnexpress.net/news/news/why-vietnam-can-t-hold-back-facebook-3639186.html>

[https://www.academia.edu/6716871/Students\\_Perceptions\\_on\\_Social\\_Media\\_Use\\_in\\_Language\\_Learning#:~:text=Results%20of%20the%20survey%20also%20showed%20that%20through,the%20major%20skill%20that%20students%20claim%20to%20enhance.](https://www.academia.edu/6716871/Students_Perceptions_on_Social_Media_Use_in_Language_Learning#:~:text=Results%20of%20the%20survey%20also%20showed%20that%20through,the%20major%20skill%20that%20students%20claim%20to%20enhance.)