

Chapter 27

**SOCIAL NETWORKING SITES:
FACEBOOK, AS A COLLABORATIVE TOOL IN
THE TEACHING AND LEARNING OF ENGLISH
LANGUAGE IN MALAYSIAN POLYTECHNIC**

Santhy Subbarau^{1,}, Noreen Noordin²
and Abu Bakar Razali²*

¹Politeknik Banting Selangor, Persiaran Ilmu,
Jalan Sultan Abdul Samad, Banting, Selangor

²Department of Language and Humanities Education,
Faculty of Educational Studies, Universiti Putra Malaysia (UPM),
Serdang, Selangor

ABSTRACT

The study's intention is to identify the engagement level of the polytechnic students using Facebook for language learning and practice and as a tool of teaching using technology. An innovative idea in using technology for teaching and learning English language, the study also

* Corresponding Author's E-mail: santhy.g@gmail.com

looks at the challenges faced by these students in teaching and learning of English language through Facebook as the chosen platform or collaborative tool. Many researchers support social networking sites do increase students' engagement, creativity, and formation of communities in higher education classes. Nevertheless, finding the most feasible and effective application or platform would be highlighted in this study. It will specifically focus on using Facebook and further give enlightenment on desired teaching and learning using innovative methodology as to complement Malaysian Education Blueprint (2015-2025), shift 4 to develop graduates who are high in quality in Technical and Vocational Education and Training (TVET).

Keywords: social networking sites, language teaching, Facebook, innovation, polytechnic

1. INTRODUCTION

Social Networking Sites (SNSs) such as Facebook is widely used by Malaysians from all levels of society and data found from Social Media Statistics in Malaysia (2019) that the numbers do show that 75.73% of Malaysians use Facebook which is among the highest used social networking platform in comparison to Twitter, Instagram and so forth. Facebook can be classified to be a collaborative tool in teaching and learning English as it is used and a platform of social networking where every student has a profile. In supportive to this, it is mentioned in the studies of Idris et al. (2012), Kabilan (2010) and Mahadi (2010), Facebook is the most popular SNS in Malaysia for students and experts. These studies also identified Facebook's potential for discovering new strategies to counter the deterioration in students' achievement in English Language. Looking at the status of the language proficiency of polytechnic students which is low, Facebook could be a tool in teaching and learning of English Language in polytechnic. As in polytechnic the students continue to have Communicative English in polytechnics where skills like writing, listening, reading and speaking are focused. Teaching methodology used to drill and practice through activities, assessments and program in accordance to the

studies of Md Yunus et al. (2012), where they investigated the gains and drawbacks of integrating social networking tools for English as a Second Language (ESL) writing classroom and deliberated ways to design suitable activities.

2. METHODOLOGY

This study engaged through a mixed method where the first phase is quantitative approach and followed by focus group interview. Quantitative approach is used by adapting questionnaires from Unified Theory of Acceptance and Use of Technology (UTAUT) model (Bardy, 2010) "The Use of Alternative SNSs in Higher Educational Settings: A Case Study of the E-Learning Benefits of Ning Education." Brady et al. (2010) paper's questionnaire was adapted using only four (4) variances which were Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI) and Learning Preference (LP), that brings reference specifically in using Social Networking Sites (SNSs) in teaching and learning of English language in polytechnic as relating it to the engagement (PE), effectiveness (EE) and challenges (SI and LP) of SNS in the polytechnic. The questionnaires are further modified using the 4 elements or variance of UTAUT research framework (Vengatesh, 2003), as shown in Figure 1, where the research objectives; engagement, effectiveness and challenges were observed in using Facebook in teaching and learning English language in polytechnic from the lecturers as well students' perception too. In this study, the quantitative data, a set of questionnaires would be used on the lecturers and the qualitative data would be retrieved from interviews like focus group interview with the lecturers. A focus group interview is an interview where people in small fractions are interviewed for the purpose of gathering qualitative data (Berg, 1998:100). Focus groups are also considered as a discussion to explore a set of specific issues (Barbour and Kitzinger, 1999:4). In this study the focus group comprises students and language lecturers from the General Studies Department, Banting

Polytechnic. The quantitative research brings the strengths of large representation of samples, gauging the engagement, tracing the effectiveness and challenges faced by the students at polytechnic. On the contrary, qualitative findings reveals the strength and susceptibility to meaning and context, the comprehensive study of lesser respondents through focus group interview, and by having methodological flexibility that alleviates the capacity to study process and change. Figure 1 shows the adapted Research framework from UTAUT model (Vengatesh, 2003). In this regard, a two-phase, sequential mixed method approach using the quantitative method first, and then by using the qualitative method was justified in addressing the areas from the research framework using adapted questions based on UTAUT model research especially on the elements that are Performance Expectancy (PE), Effort Expectancy (EE) and Social Influence (SI), Learning Preferences (LP).

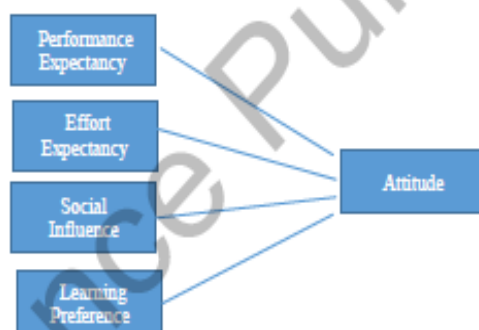


Figure 1. Research Framework.

3. FINDINGS

A pilot study for this research proposal was carried out among the polytechnics' English Language lecturers as to gauge their perception on SNSs platforms especially in using Facebook as the tool for teaching and learning English Language. The questionnaire was adapted from UTAUT Model (Bardy, 2010). The questionnaire was shared via google documents

using Telegram application. The findings are then tabulated in statistical description using the table as below:

Descriptive Statistics of the framework of FOUR (4) variances which is adapted as the research framework from UTAUT Model (Vengkatash, 2003) (n = 10).

The table is to bring a better understanding on the 4 variances of UTAUT model tested on these lecturers' perception where their *agreed* and *strongly agreed* responses were taken into consideration to derive the acceptance of using Facebook in teaching and learning of English Language at polytechnic. PE of using the Facebook is about 37% on its usefulness of publishing current news, whereas the efficiency of Facebook is found to be 30% especially in the aspect of publishing learning material fast. The participation or the engagement was found positive which showed 55% of the respondent who are the lecturers agreed. The EE of the lecturers on students' engagement is about 85% Facebook is found to be a good platform for sharing learning contents through as it shows 84% of the lecturers agree and strongly agree. The table dully shows 85% of the respondents found no restrictions in joining Facebook page) which leads to the EE of lecturers extremely favorable. SI shows where other lecturers and colleagues have influence in using Facebook as teaching and learning tool is found to be 51%, other educators is at 83% and - other entities influence is 75% which shows the influential factors are strong. Looking at LP, Facebook as sorted platform by students shows 81%, teaching needs-being versatile and useful is 85%. Facebook as a preferred platform by lecturer's highlights at 70% and these factors have shown the influential impact in accepting to use Facebook as a tool of teaching and learning according to UTAUT model. Thus, the focus group interview provided an uplifting finding that Facebook could be one of the tool language teaching polytechnic as 86.6% of the lecturers felt it could provide engagement and effectiveness in the teaching and learning of English Language in polytechnic like mentioned in studies of Md Yunus (2012) and Kho & Chuah (2012) where Facebook helped students in writing, generating creative ideas, having interactive and fun-based learning.

**Table 1. Lecturers' perception on usage of SNSs:
Facebook for teaching and learning English using the UTAUT model**

Variance		1 %	2 %	3 %	4 %	5 %
Performance Expectancy (PE)	PE01: I would find Facebook useful by providing the news at moment.	0	14	23	18.5	18.5
	PE02: Through using Facebook can I publish teaching and learning material fast and efficiently than other platforms	7	29	34	30	0
	PE03: Through using Social Networking Sites such as Facebook, my physical participations will increase. (Students are online in Facebook 24/7)	0	14	31	55	0
Effort Expectancy (EE)	EE01: Comments can reach immediately and which would draw students to reply and work on it as per instructions	3	3	9	50	35
	EE02: It would be easy to know which pages or platforms can be affiliated for sharing learning contents	3	3	10	54	30
	EE03: I would find Facebook easy to use and flexible and no restrictions to join or leaving page.	5	5	15	63	12
Social Influence (SI)	SI01: Lecturers and colleagues have influence in my behavior that I should use Facebook in teaching and learning English language in polytechnic	5	4	40	25	26
	SI02: Educators from other institution or organization who are important to me think that I should use Facebook in teaching and learning English language in polytechnic	0	2	15	58	25
	SI03: In general, many encourages to use Facebook in teaching and learning English language in polytechnic	0	5	20	46	29
Learning Preference (LP)	LP01: The Facebook is most sorted platform by students	0	4	15	50	31
	LP02: Using Facebook will make my teaching very versatile and useful.	0	5	10	55	30
	LP03: Facebook is most sort after by lecturers for their teaching and learning of English Language	5	10	15	36	34

1 - STRONGLY DISAGREE; 2 - DISAGREE; 3 - NEUTRAL; 4 - AGREE; 5 - STRONGLY AGREE.

CONCLUSION

Using Facebook as a preferred SNSs is found to be valuable tool in teaching and learning of English language in polytechnic from the perception of language lecturers. These is shown from the four main constructs Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI) and Learning Preference (LP)) as all are considered as influential features and give impact to these lecturers to accept Facebook based on UTAUT model. As shared by the study of Hashim et al. (2016) it brings forth the idea that the students need social network as a tool in their learning and an environment to increase their engagement, especially in language. This study will with the limitations it has in the aspect of only ONE (1) polytechnic out of thirty-six (36) polytechnics and with 1,213 students in total, do not cover the entire students in Malaysian Polytechnics' system Furthermore, no perception of the students were taken into consideration before implying the idea of using Facebook as a collaborative tool in teaching and learning English Language in polytechnic. It is believed future studies could be dwelled in expanding to few regional polytechnics. Not forgetting trainings for upskilling and reskilling conducted to train the lecturers to adopt other online tools and network upgrade and extensions of internet access for students and lecturers in the polytechnic premises.

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