The Use of Facebook in Learn to Write in the Perspective of Students EFL Class

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achievement have not been examined within the EFL learning context. Thus, this study aims to investigate EFL learners' perceptions of Facebook as a language learning environment. The sample group of the study consisted of 17 EFL learners at a Walisongo Islamic State University. After administering a background questionnaire and a survey that assessed their perceptions, the frequencies, mean scores, standard deviations were computed. The results showed that Indonesian EFL students perceive Facebook as an environment for communication, interaction, socialization, language learning and cultural interaction. It was recommended that further research should focus on the variables and determinants that may affect their perceptions to understand the theoretical and practical aspects regarding cultural differences.

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INTRODUCTION

One of the skills learned by EFL students is writing. by writing, someone can pour out his thoughts but writing is not an easy thing to imagine. There are rules of writing that they must obey. unfortunately, the writing of the students is not worthy to be called good even though their ideas need to be appreciated.

Along with the development of globalization students and teachers are required to master the acceleration of technology. they compete to find and apply technology to help their learning process. The prevalence of technology in all fields has increased the presence of technology in the educational environment today technology is a key resource used in many classrooms for specific purposes. One way to hone writing skills is to use Facebook. Most students in our society spend a lot of time outside of class on social networking sites. So the use of Facebook to supplement lessons seems to be current. tendency. Moreover, as a result of the globalization of digital media, English is now the dominant language on the Internet. Communication between young people even if it is not their native language (Özdemir 2017).

This sociocultural perspective of learning also lurks the challenges and dangers to face. consideration. For example, some studies show that social networks are associated with the following risks: loss of privacy, Bullying, contact injuries, etc. Therefore, this article analyzes all educational aspects (Yen, Hou, & Chang 2015) and The impact of using Facebook for educational purposes in English classes. Introducing the benefits of a social network. Next, we examine the limitations and problems of this educational perspective. and eventually, it will Discuss practical strategies teachers can use to overcome these pitfalls and make the most of this social situation Communication network. Harmer (2004) explained that various educational media can do this. Used by teachers to explain the meaning and structure of language. can do that too It is useful for both practical and motivational reasons. for example, (1) audio and video material such as images or images, whether drawn or not; From books, newspapers, magazines, or photographs to facilitate learning. (2) Overhead projectors are instrumental devices because they allow us to. Prepare for visualization or demonstration. (Bostancıoğlu & Handley 2018) You can show full sentences and grammar exercises. Photographs,

diagrams, and student writing. (3) The board is the most versatile piece Whether it's the more traditional chalk dust variety, A whiteboard with felt-tip pens. (4) Computers and the Internet (websites). or Websites play an important role in learning English. there is also a page It is primarily designed for students learning English as a foreign language. Exchanging emails, exercising, turning pages, reading various texts, playing games playing, or exercising, social networking sites are online communities where people share their interests. Activities with family, friends, and strangers. they make a change Examples of user interaction options. B. Chat, message, email, video, voice Chat, file sharing, blogs, discussion groups. Now the World Wide Web has grown in popularity, social networking has moved to web-based applications.

This is writing about social networks, especially Facebook. Tools for social networks now. For examples YouTube, Twitter, Flickr, Blog, and Facebook function as media for teachers. online meetings and A discussion that has never been possible before. Consistent with this, Bani-Hani et al., (Facebook group claimed to give students a chance to apply Classes taken in classrooms other than classrooms to improve their writing skills. "FB Group" provides ample opportunities for students to Practice and improve their writing skills. (Börekci & Aydin 2020)

Some English teachers, practitioners, and researchers in Indonesia have also started using MALL and social media in their practice This is not surprising as Indonesia is listed as one of the 10 countries with the highest number of social media users with, especially on Facebook with (see Figure 1). Moreover, he is said to have 32.7 million internet users in Indonesia , indicating his 50% penetration rate in population. This means that MALL and social media, especially Facebook, have great potential to be integrated into his EFL class in Indonesia. However, despite this potential, EFL teachers in Indonesia are less likely to use Facebook in their teaching practice, especially in writing classes. This hesitation to use social media at her EFL writing class in Indonesian may have taken root for a specific reason In relation to writing instructions and/or application state. among the reasons (Bahadori 2020)

Perceptions of students related to the situation of EFL writing instruction in Indonesia English writing is one of the most difficult skills to acquire and use traditional writing methods that consider student writing as a product instead of a process. On the other hand, the reason is related to social media The application includes the potential as both a tool and a distraction in the classroom. Restrict teachers from taking full responsibility for what students do on social media outside their control). A study looking at how social media applications, especially Facebook, are used in Her EFL writing course in Indonesia has also not been extensively studied. some research Furthermore, these studies' Qualitative effects and impacts of MALL and Facebook use, were negligible It was conducted to investigate how students perceive the effectiveness of Facebook for themselves. Learn English writing skills. Therefore, about this gap in the existing literature, this is the case This study should find out if Facebook is the most popular social media In Indonesia, for EFL students advanced writing classes. It is hoped that the results of this study will help set the focus Evaluation of EFL lessons in Indonesia as well as qualitative improvement of language skills Also about student voices and experiences during the learning process (Nguyen & Stracke 2021)

Facebook is a popular website that allows users to interact and collaborate within predefined virtual communities). This is a social networking site where users Public or private profiles to connect and interact with people who are part of their extended social network. With nearly 1 billion members, Facebook is the largest social network that allows people to connect. Share interests and join groups). A higher majority means more success. Pupils and students use this site daily for academic and social purposes students spend an average of 1 hour per day on here. Websites specifically designed to engage in social interaction. However, Facebook is not only a social application, academic use. Educator and researcher Janis Petoskey once said: "Teachers have to find out where students are and do their job. From there. Well, students use Facebook" This is a reality and teachers should take advantage of it.

Learning can happen anywhere as long as there is meaningful interaction between learners that leads to building knowledge.

Therefore, there is a lot of practice and experience when teachers use Facebook effectively. Social networks help improve learning. This can be seen as a form of constructivism. provide students with opportunities to collaborate, learn from each other, build learning communities; and construct knowledge through the interactions of members of these communities (Kabilan et al., 2010). Facebook helps teachers create meaningful and dynamic educational experiences, especially in language classes. Because students are native English speakers This helps learners improve their language skills and boost their motivation and confidence Learn English and deepen cross-cultural understanding according to Godwin-Jones (2008), "tools and Platforms like Facebook help enhance communication, socializing, and language learning" (p. 7). In fact, Facebook is a useful tool for students to participate in reading, writing, and many other EFL studies. Activities tend to be casual and informal. Research Shows Some Even College Students Prefer Facebook Classroom activities such as sharing multimedia and text teaching resources and interacting with other classmates' discussions and debates for this reason, many teachers use this social network for educational objectives for different classes including English.

Teachers have many benefits from using Facebook. For example, it helps teachers engage students outside the Classroom Instructors can also use this tool to learn about EFL trends and issues. Suggestions for educational practice, not just education. Sure, Facebook is widely known to be digital, but It is both a means of communication and a means of gathering information as it represents a strong professional resource For EFL Educators). However, these are not the only advantages Facebook offers provide teachers. International Reading Association (IRA), Reading Rockets (RR), and The National Education Association (NEA) created and published a page on Facebook to promote and share their organization. A useful resource for educators These pages usually contain information about current trends. EFL education issues, teaching resources, professional development opportunities, and more. moreover, Provides the teacher with the opportunity to collaborate with other EFL educators. According to educational institutions, Therefore, using Facebook is "a free way to access valuable information and resources online. It is a medium that is likely to be used anyway" Teachers who follow her EFL education page through Facebook have several benefits. For example, they can get Provide effective educational materials free of charge to develop and maintain friendships and peer or professional relationships. Mutually beneficial and receive valuable educational information such as journal publication notices, tips for teachers, and more. New books and e-books for educators, Therefore, Facebook offers many services Teachers around the world benefit, but teachers aren't the only ones who benefit from this platform. (Chen et al. 2021)

Facebook offers many benefits to students. For example, it facilitates human interaction and social sharing and "Improves communication and language learning". In this way, Facebook can facilitate the development of English learners' communication skills. (Blattner & Fiori, 2009). Also, some studies have shown that using Facebook in the EFL classroom helps. Learners can improve their oral pronunciation, writing, and reading skills. This network, therefore, has a positive impact on students as it makes English Making language teaching and learning more hands-on, interactive and holistic. For example, Ducate and Lomicka A survey was conducted with several university students in France and Germany. they observed this during their study Student learning has been enhanced by using Facebook to encourage collaborative learning in the EFL classroom. Similarly, Blattner and Lomicka examined responses from her 24 college students in the United States and France, Language course Facebook (French and English). Learning was the most important goal of participating students in Learning English and communicating with other English learners. Therefore, the student should write a post, Reply to other people's posts in English. As a result of this activity, the students were able to improve their communication skills. and their English literacy skills. The truth is that online discussions have It has proven to be less of a

threat to many students. Stacey and Gerbie found that struggling learners struggle Unable to keep up with the fast-paced classroom discussions, he finds online activities much easier to understand. We also found that students were more involved in online activities than in-person events. Class activities in which only more confident students participate in class dialogue. So using Facebook really improves student communication and interaction in the target language. Facebook also provides students with meaningful learning experiences and opportunities to put their knowledge into practice. Casual and informal language skills This helps teachers make connections Between lessons and real tasks. This allows students to apply and apply the skills learned in class Real-world situations outside the classroom using Facebook Applying the theories and concepts learned in class to real life is a great way to deepen students' understanding. your A survey conducted among 535 young people from various EFL classes in Malaysia found that Facebook It is a powerful educational tool that helps students improve their English. This research Results conducted in the ESL environment will also be useful in the EFL classroom. Students also have positive opinions about her use of Facebook as an educational tool for facilitation learn English. For example, learners believe Facebook provides opportunities for authentic dialogue. Communication like never before. They also think it boosts their confidence in the language Gaining and feeling a connection with each other

Students love using Facebook because it gives them the opportunity to practice their English with native speakers. A more natural and friendly environment. In fact, O'Hanion states that students should speak to native English speakers. Speakers feel compelled to improve their language skills as they have to communicate in English. Therefore, their language skills improve simply because they write, read, listen and speak more in English. To For example, Kabilan et al. points out that students can learn new vocabulary through their Facebook friends. When friends post comments in a language they don't understand, they feel motivated and look up the meaning of these words in your dictionary. Similarly, students who play games on Facebook find it compelling. Improve English skills as these games require students to understand and interact with instructions in English with other players in English. All of this shows that people learn better in social environments like Facebook. They expose learners to authentic and relevant social interactions. But while Facebook offers many benefits for students and teachers, it also presents some challenges. It is dangerous to those who do not use it wisely and responsibly. Therefore, we will discuss some of the challenges in the next section. Implications when using Facebook (Aydin, 2017).

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Teachers are increasingly realizing that second and foreign languages do not exist. Fully taught or learned unless the culture of the community is addressed . There are different views about cultural mediation in language learning. According to Holme, the communicative perspective is linked to consumption A culture for improving discussion and communication skills, the classical curriculum view is concerned with improving the intellectual aspects of language. The instrumental view relates to the political and cultural aspects of language, the deconstructivist view refers to the cultural patterns of texts, The implicit message of the text, and her view of competencies, is related to improving one's cultural competencies. All of these observations can be incorporated into the language curriculum depending on the course objectives. Perspective of communication Competency views are available in courses for that, for example. Improve your cross-cultural skills through online tools.

Social media can help build, strengthen, and maintain cross-cultural relationships between users. Facebook recently emerged as something new Online Learning Environments for Language Teaching. However, few studies have looked at Facebook Use from an intercultural learning perspective. in a telecollaboration project between Wang (2012) from Taiwan and the United States investigated perceptions of Taiwanese students using Facebook for cross-cultural interaction. It turns out that Facebook has been a viable platform for cross-cultural exchange for just as long How did you maintain interpersonal relationships? Hirotani and investigated the effectiveness of a 3-year remote collaborative Facebook video project. When I conducted research with students from Japan and the United States, both groups Significant improvement in language skills while studying in the United States I have deepened my understanding of different cultures. Among other features, Facebook groups can be a valuable resource for sharing ideas, videos, photos, and more. Links to cross-cultural discussions remotely I studied in a project by Korean and American students. Effects of Facebook Use on Cross-Cultural Competence in Korean EFL Learners A criterion proposed by Byram .The results of this survey show that Facebook offers many opportunities to improve her EFL learners. Cross-cultural competence. Thome-Williams studied interactions. Via Skype and Facebook groups among Portuguese and Brazilian students reported that these activities motivated students to exchange ideas, discuss opinions and learn from their peers. Research on cross-cultural exchange through Facebook groups 47 Japanese students, 28 Indonesian students. result This study showed that students had both linguistic and cross-cultural experience profit.(Gamble 2014).

METHOD

In this study, the authors used a qualitative descriptive approach. Qualitative descriptive research, descriptive is the formulation of the problem Conduct research to explore or photograph the social conditions that make this possible Research thoroughly, broadly and deeply. According to Bogdan and Taylor cites Moleong, a qualitative approach is a research technique generate descriptive data in the form of an individual's written or spoken language; Observed Behavior.1 Qualitative research focuses on social phenomena, Giving voice to the feelings and perceptions of research participants The qualitative approach is the one you want to understand phenomena related to what the research subject experiences, e.g. behavior, By describing perceptions, interests, motivations, and behaviors in words and shapes language. This qualitative approach aims to obtain complete information.
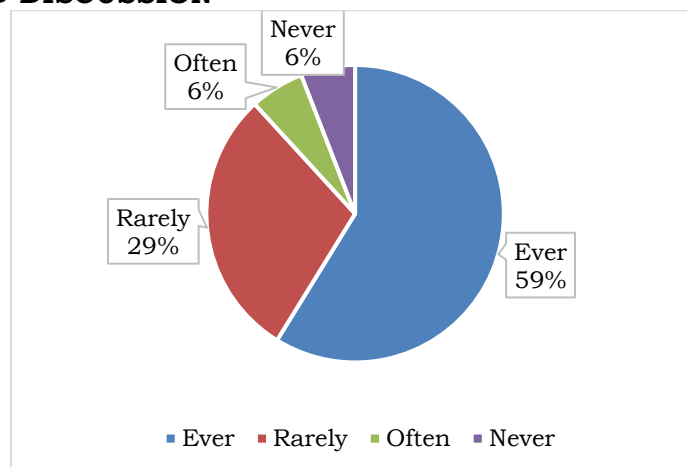
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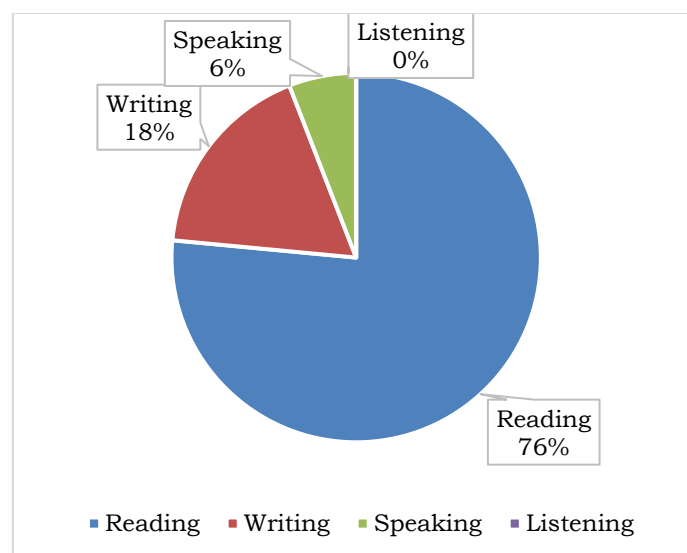

Figure 1. Used Facebook in Learning English

Figure 2. English Skill Developed using Facebook

According to the research conducted, the results show that on average they have used Facebook as a learning support tool. they use Facebook not only for fun but as a support for them in learning. The results of this study were similar to those of the present study, where respondents had positive perceptions. Respondents who participated in this study found that using Facebook groups in their language classes actually helped them with their language acquisition, especially in the preparatory stages, helping them improve their writing skills, helping students develop their vocabulary and I felt it could be reduced. Misspelled. However, the two previous studies, which also had different study designs, showed similar results to the present study. Ping and Maniam conducted her second previous study of a discussion on effectiveness writing performance in a Facebook group entitled: A Study in Matriculation College. Results showed that college students exhibited positive attitudes in discussions in the Facebook group . The authors of two previous surveys received positive feedback from respondents. In contrast, discussions on Facebook group had a greater impact on students' writing ability. A previous study reached similar conclusions to the present study. This was conducted by Yunus and Salehi and is entitled "The Effectiveness of Facebook Group on Teaching and Improving Writing: Students' Perceptions". The results of her study three times ago showed that Facebook groups are an effective tool

for improving students' writing skills, especially when it comes to brainstorming ideas before actually writing them.

Classrooms offer great potential for improving intercultural competence, but especially in a country like Indonesia where there are opportunities for intercultural learning, classrooms are often inadequate due to the need for direct contact between students. I have. Dating is limited. In such a case, you can expect the effect of Facebook. Facebook gives students the opportunity to learn more about other cultures bulletin boards, group discussions, video sharing, chat with. Furthermore, they are properly instructed, You can acquire cross-cultural skills freed from restrictions by given tasks. of time and space that exist in traditional classes. This study has some limitations. The first limit is 10 EFL Learners studying in the ELT department of Walisongo University attended Nonparametric statistics were used, which may have influenced the results. Including other studies for better comparison I need parametric statistics. A second limitation is data collection method. His IES by Portalla & Chen (2010) was used in this study. moreover, Qualitative data were collected through semi-structured interviews and essays. Different research paradigms with different methods and techniques can contribute to this produce different results. Third, the statement was designed by researchers ICC, Cultural Teaching Tips: hands-on approach The content and effects of this guidance are are also considered. Fourth, the debilitating effects of fear of online use Tools for cross-cultural communication have also appeared, so it is necessary to consider them.(Börekci & Aydin 2020)
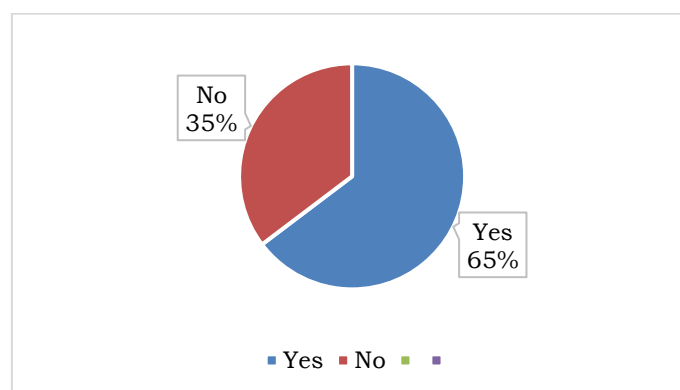

Figure 3. Facebook Help in Writing Learning Process

Through correlation analysis, we found that there is a correlation between levels The learning effect of participating in Facebook and writing. but there was nothing Positive correlation between participation in Skype and learning effect Speaking of. From this result, it was found that it is immediately necessary for speaking activities on Skype. Answers don't necessarily mean that people who speak more show better learning outcomes. The reason may be that learners earn more by answering quickly. Grammar and pronunciation errors (examples are shown in Table 7). these learners You can speak more accurately when you speak after a sufficient period of reflection The answer has a better effect on the learning effect. As a results, it can serve as a reference for teachers to apply for and encourage students to participate in her EFL. Learning activities in a skype environment. Additionally, in this case study, support and Didactic design and discussion of role-play strategies on Facebook and Skype The quality of Facebook and Skype is Learning effect of writing and speaking in posttest. There is also a positive complementarity between writing and speaking skills, suggesting that this integrated learning environment and instructional design may facilitate. EFL learning effect. Further investigation is needed to better understand how participants improved How did you improve your writing and speaking skills during the activity? Majority Her improvement came from peer-to-peer proofreading in the areas of spelling and spelling. Selection of words for grammar and pronunciation. Here comes an example of spelling and word choice Mostly from Facebook conversations like Table 6. Writing is of course

An activity via Facebook enabled spelling correction. Grammar example Pronunciation comes mainly from conversations on Skype. Table 7. Of course, I was able to correct my pronunciation in the speaking activity. As this is a write-based feature, Facebook does not allow it. The important thing to take away from these conclusions is that peer-to-peer remediation is essential Part of language learning. Forgive mistakes during and during activities Counterparts dealing with these mistakes motivate participants and focus on correcting one's mistakes (Hwang & Chen 2013).

CONCLUSION

In this section, a few conclusions are highlighted primarily based totally at the outcomes of records evaluation that are primarily based totally upon the records from school room observation, interview, and questionnaire withinside the preceding chapter. In this regard, there are conclusions to solution the studies questions that are supplied as follows: Firstly, "how does the instructor educate EFL writing with the aid of using the usage of Facebook organization?" There have been observed a few approaches or steps which have been utilized by the instructor in coaching EFL writing with the aid of using the usage of Facebook organization; the instructor made a personal organization in Facebook to be utilized by the scholars as media in writing exercise out of doors of the school room. The instructor brought the substances to the scholars as ordinary on the college at some point of the English lesson, the instructor requested a few inquiries to the scholars associated with the content, checked college students' knowledge of the fabric given, and gave motivation to the scholars to hold writing and posting their writing to the Facebook organization. The college students have been informed with the aid of using the instructor to do the task (write a few paragraphs of descriptive text), and that they needed to publish the object to the Facebook organization at the least two times a week, and the instructor might verify it. The college students additionally have been was hoping to do a little interplay withinside the Facebook organization, along with giving remark and correction every different in every published text.

Secondly, "what are college students' perceptions towards using a Facebook institution in coaching and getting to know EFL writing?" The college students' perceptions towards the utility of Facebook institution in coaching and getting to know writing confirmed a wonderful impact. In case, the scholars gave exact symptoms and symptoms approximately the utility of Facebook institution in coaching and getting to know writing, due to the scholars' solutions majority indicated the wonderful responses or perceptions. Such as, the scholars have been want to exercise writing via way of means of the usage of Facebook institution, they have been additionally experience writing via way of means of the usage of Facebook institution, as it changed into motivating them to research English, using a Facebook institution made them interested by following the lesson withinside the study room and doing the undertaking out of the school, and despite the fact that using Facebook institution in coaching EFL writing is new getting to know approach for them however they claimed that getting to know via way of means of the usage of Facebook institution ought to assist them to research English without difficulty in particular in writing aspect. At last, the take a look at offers a few recommendations for English teachers, instructional elements, and people (college students or learners) who use English as a overseas language, and for similarly researchers.

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