

Social media as an English learning platform during pandemic

Nida Husna^{1*}, Yatni Fatwa Mulyati², Nur Aisyah Karim³, Didin Nuruddin Hidayat⁴,
Muhammad Farkhan⁵, Alek⁶

¹²³⁴⁵⁶Department of English Education, Faculty of Tarbiyah and Teacher Training, UIN Syarif
Hidayatullah Jakarta, South Tangerang 15412, INDONESIA

Corresponding author's email: yatnifatwa21@gmail.com

Abstract

Online learning is not always about using learning platforms explicitly designed for learning. This study aimed to reveal the students' perception of using one social media as the primary learning platform in Extensive Reading subject as one of the language learning strategies. This case study used open-ended questionnaires and semi-structured interviews as the instruments to gather the data. There were 64 students (52 females and 12 males) from three classes and 1 lecturer chosen using purposive sampling as the participants. The findings showed that the use of Facebook as one of the social media platforms for online learning was considerably effective and satisfying. Also, student questionnaire results and lecturer interviews revealed that Facebook has easy-to-use features and could be used as communication media. This study suggests that educators were expected to start broadening the use of their social media applications so those can also be used as platforms for their teaching activities in the classroom.

Keywords: Extensive reading; Facebook; learning platform; social media

INTRODUCTION

The role of media has so much affected the learning process. Media have been known to help teachers in delivering materials to students. Consequently, lately, teachers are more dependent on media than books to help them in teaching and learning activities. On the other hand, according to Rahmi (2014), the role of media in supporting students to understand English as a foreign language is important. Like many other subjects, the English language also highly regards the use of the media in its teaching and learning activities. In teaching and learning English, the media was used as one of the influences in improving English language proficiency. It has become one of the main supports to help students practice English effectively (Kittidachanupap et al., 2012; Rokhayani et al., 2014; Aziz & Dewi, 2020). Therefore, the teacher is accountable for choosing suitable media during and after the COVID-19 pandemic, which has transformed from the face-to-face classroom into online learning.

Consequently, it has become an unexpected challenge for teachers to conduct the teaching and learning process to make it like in the face-to-face classroom, including teaching language skills, including reading, where one of the reading course goals is to make students read in English. Furthermore, quoted to Arum, according to UNESCO, reading has become one of the education challenges in Indonesia (Arum, 2021). In line

with the statement above, Arum (2021) also added that literacy skill in Indonesia is relatively low compared to literacy in the world. Precisely, in terms of literacy, Indonesia is ranked second from the bottom, which indicates that the reading interest in Indonesia is still relatively low. In addition, Wijayanti (2020) expressed that reading is considered a global problem that requires considerable attention from people all around the world. Furthermore, the information above is supported by research conducted by Fadilla (2021) and Maru et al. (2021), which tries to find suitable strategies and media applied to the reading skill course that enhances students' reading ability middle of the COVID-19 pandemic. However, the strategy and media above are desired and could be applied in other courses like speaking, writing, and listening. To sum up, the teacher should use eye-catching media to encourage students to read more. Therefore, it could overcome one of the education challenges in Indonesia.

Before the COVID-19 pandemic, E-learning media was already used by several teachers. However, the COVID-19 pandemic these days makes E-learning media has become the fundamental element of online teaching activity. Sakkir et al. (2020) mentioned that "Electronic Learning" is the acronym for E-Learning, which refers to courses delivered by computer or other electronic devices. Furthermore, E-learning allows students to learn creatively and actively using computers and internet-based devices, allowing them to grasp the subject better (Sakkir et al., 2020). On the other hand, during this pandemic, the teacher could also use various e-learning resources, including social media, Google Classrooms, Zoom meetings, LMSs, YouTube, and other Apps for online education. Based on the information above, social media has become one of the important ways to communicate in recent years.

Moreover, Rahmi and Othman (2013) stated that social media facilitates contact between individuals regardless of their geographical location by enabling people to quickly exchange files, information, videos, and images, establish blogs and send messages, and conduct real-time chats. In addition, Rahmi and Othman (2013) added that several researchers have already demonstrated the use of social media in educational activities. It challenges educators to improve learning objectives using social media (Van Doorn & Eklund, 2013). Therefore, using social media in online teaching could enhance students' learning interest in the middle of this pandemic, especially in Extensive Reading subjects.

Extensive reading has become one of the subjects in the English department, allowing students to read articles and novels based on their choice and pleasure. Furthermore, extensive reading could also make students comprehend something as a final result of their reading. Therefore, students could try a self-experiment by reading aloud, writing, speaking, or doing other activities related to learning new vocabulary or practicing good pronunciation. However, even though many media could be used in online learning, the teacher still needs appropriate E-learning media for this situation (Giatman et al., 2020; Hidayat et al., 2022; Pustika, 2020). Additionally, Maulidya et al. (2021) depicted that E-learning media nowadays is considered as anything, whether it is a website or application that is used to transmit messages and can stimulate thoughts, emotions, attention, and enthusiasm of students to facilitate the learning process. Therefore, social media is also included as one of the E-learning media that could be used for teaching Extensive Reading.

Many social media, such as Facebook, Instagram, and Twitter, have been invented. However, Facebook is the highest user of social media among others. According to statistical data released by Facebook, there are currently 750 million users worldwide

actively accessing Facebook's servers (Mohamed et al., 2015). Furthermore, Instagram has more than 1 billion monthly active users and 500 million daily active users (Dean, 2021), and Twitter currently has 396.5 million users, and 206 million users access Twitter daily (Dean, 2021). In addition, Facebook is also used for some educational organizations such as TESOL Organization, British Council, IATEFL, and other fields (Islam, 2016). They mostly use Facebook to publish information about their daily activities, give announcements, and invite scholars to their events and other programs. Based on the explanations above, Facebook is favored among social media users.

Numerous researchers have investigated the use of Facebook in language learning. According to Tananuraksakul (2015), Facebook may facilitate students to learn and practice comprehending material knowledge for daily meetings. Furthermore, Rasiah (2014) researched how social media may be used to improve teaching-learning in team-based learning. The result showed that Facebook was a helpful tool in a student-centered learning environment. In addition, Dogoriti et al. (2014) conducted research that discussed Moodle as a learning management system (LMS) with and without the usage of Facebook as a social networking site (SNS). This previous research discovered that Facebook is an extra educational tool to assist students in increasing their language skills and cognitive capacities and establishing an active learning environment.

Based on the previous research explanation above, the previous studies concluded that Facebook is an effective tool that helps students learn a foreign language. Furthermore, learning online through Facebook creates educational interactions and collaborations with educators. Nevertheless, the studies above only discussed Facebook compared with other media and examined students' perspectives of using Facebook in a general learning environment or classroom, not in specific English courses. On the other hand, the previous studies only see Facebook as a substitute learning media in the middle of online learning, from face-to-face learning media such as a textbook. For instance, the study by Tananuraksakul (2015), Rasiah (2014), and Dogoriti et al. (2014). Therefore, this current study investigated the in-depth scope of Facebook as one of the mediums in Extensive Reading courses in the middle of Distance Education, which not only sees Facebook as substitute learning media in the short term but also as a long-term learning media for Extensive Reading courses.

To summarize the explanation above, the current research aimed to reveal the students' perception of using social media (Facebook) in extensive reading courses. From the description above, the researchers are interested in studying Facebook as a learning platform for extensive learning based on students' perspectives. Hence, to ensure the aim, the present study is guided by two research questions: 1) how is the students' perspective of using Facebook as one of the mediums in Extensive Reading? 2) how matched Facebook as a social media platform and Extensive Reading course? Data were collected from 64 students and 1 instructor using specific open-ended questionnaires and semi-structured interviews to give empirical responses to these study questions. The findings will help practitioners of the English language (e.g., educators, students, school administrators, and school authorities) improve their learning efficacy.

LITERATURE REVIEW

Learning Media

In Educational contexts, in terms of media, there are three main categories: visual, audio, and audiovisual. The characteristics of learning media have different that can be

identified through the competence of media in producing the sensory stimulation of hearing, taste, sight, touch, and smell. The teacher can use these types of media in a teaching-learning activity to make the subject clear. Audio media uses the audio as the transferred tools, for example, Radio and Compact Disk (CD). Furthermore, Visual media is a media that use the visual object that eyes can see as their knowledge transfer tools such as Textbook, Newspaper/Magazines, and Pictures. On the other hand, audiovisual or, in other words, multimedia states Ivers and Baron (2002; as cited in Kurniawan, 2016) showed that multimedia have a different topic that can be conveyed in various ways that gives opportunity for students to communicate their thoughts to others in the classroom. It also provides students with fresh perspectives on the organization and evaluation of information that they gain.

Furthermore, Mayer (2001; as cited in Kurniawan, 2016) defines multimedia which in this research is audiovisual media defined as the integration of multiple digital media types, such as picture, text, video, and sound, into a multi-sensory interactive application or presentation with the purpose of communicating an idea or information to an audience. Mayer (2001; as cited in Kurniawan, 2016) also discussed the advantages of multimedia since people are capable of digesting visual and auditory information. Apart from that, multimedia has the prospect of redefining the relationship between teachers and students by empowering them to construct their own interpretations of some information. Reddy (2008; as cited in Kurniawan, 2016) states that in audiovisual education, interactive technology such as film projectors and radio and television are used to help students learn new concepts. Some online applications are popular in English class, such as WhatsApp, Google Classroom, Google Form, Edmodo, Moodle. As distance learning is implemented, teachers sometimes need to check students' presence in class and discuss many things directly by video conference. In addition, video conference is regarded as the best approximates the traditional classroom approach to teaching Lowenthal & West (2001; as cited in Mu'awanah et al., 2021). Various video conference applications are available such as Skype, Zoom, WebEx, Google Meet. Zoom is the most likely popular video conferencing platform used during this pandemic period to support discussions or meetings through video conferences.

Learning Platform

Learning platform is a mechanism of structuring instruction that helps promote optimal content organization and student interaction, and it is used by the majority of universities that states in Gomez & Almarashdeh (2016; as cited in Cacheiro-Gonzalez et al., 2019). In addition, a collection of tools that work together to provide a student-centered learning experience by integrating educational theory and practice, content, and technology is a learning platform. The usage of a learning platform stimulates interaction among all components of a conventional didactic scenario: teacher, students, and subject matter. It illustrates in figure below.

The platforms' most primary communication tools are forums, chat, and web-conferences (Cacheiro-Gonzalez et al., 2019). First, forums are asynchronous virtual scenarios for teacher-student feedback and reflections. Second, chat is a synchronous written speech involving a group of students and teachers. Third, web-conferences are synthesizes the main points of the oral discourse, supplemented by transparencies, illustrations, video tutorials, and so on, and reinforced with questions and comments from the teacher and students. The learning platforms that have predilection especially for students in universities such as: a) Zoom meeting is a video and web conferencing tool, and also a program that may be downloaded to either a computer or a mobile device. b)

Facebook is not designed for educational purposes, but the features are capable of becoming a learning platform. Such as sharing course-related information between students and students, and also students and teachers. c) WhatsApp used for the transmission and receipt of messages, as well as video and audio messaging. d) YouTube is a simple tool and channel for creating and sharing videos.

Social Media

According to (V.Rasiah, & R. Ratneswary, 2014) social media refers to a variety of technical systems relating to collaboration and community, such as social networking sites. Nowadays, social media has become integrated in daily life. The applications of social media such as Facebook, WhatsApp, Instagram, and Snapchat have a popular appeal for people and live with it. And also, millions of individuals throughout the world have been affected by it. Social media appears to have a significant impact on the way we teach and learn because given a big proportion of internet users are teachers and students.

In addition, social media refers to a variety of methods that combine technology, social engagement, and content creation (Faizi et al., 2013). Due mostly to technological factors such as increased internet accessibility, improvements in software tools and the development of more powerful computers and mobile devices, social media has grown at an incredible rate that is hard to comprehend. Many people are impacted by this form of media in daily lives, which has spread throughout the entire globe and is now a common part of everyone's routine.

Social media is a modern phenomenon in technological growth that affects many parts of life, including education. It has helped educators all around the world in a variety of ways; some use it to recruit more students through social media campaigns, others to develop and maintain professional networks, and yet others to aid in the teaching-learning process (Abu-Ayyash, 2017). And then, social media might give this exposure while also facilitating the desired interaction in the classroom. One of the examples that students have some interaction in social media from Chik and Breidbach (2011; as cited in Abu-Ayyash, 2017) in this study students required to write on a wiki page about they reflect on their language-learning experiences. Following that, the students were requested to discuss their experiences on a shared Facebook page in order to answer specific questions based on their wiki posts. Furthermore, this study was expected to show that all young people are equally capable of using social media and that social media may be a useful platform for intercultural interaction.

Facebook

According to Facebook, 2009 as cited in (Yang et al., 2011) Facebook was founded in 2004 at Harvard University, and it quickly spread to other colleges and universities. Facebook currently has approximately 150 million active users, with the figure expected to increase to 300 million by 2010. Nowadays, anyone knows about Facebook for young and even for old that have a Facebook account. Facebook has six key components: personal profiles, groups, status updates, networks (schools, geographic regions, and businesses), fan page, and applications. In other hand, even for some educational organizations use Facebook to publish information about their daily activities such as TESOL Organization, British Council, IATEFL, etc (Islam, 2016). According to Boyd & Ellison (2007; as cited in Espinosa, 2015) Facebook is a reputable social networking website that enables users to interact and contribute within a predefined virtual community. As a social network and online communication tool, it allows users to build a public or private profile and communicate with people in their network.

In addition, Facebook is not designed for educational purposes, but the features are capable of becoming a learning platform. Such as sharing course-related information between students and students, and also students and teachers. According to (Khan, et al., 2015) the use of Facebook in education has produced advantageous outcomes in the context of online interactions, developing social relationships, peer support, learning performance, and sharing resources and information.

The perception of students about Facebook in learning shows that incorporation of some courses on Facebook page would increase the amount of information given from teacher to students, and also improve conversation amongst students' mates about course topics (Irwin et al., 2012). As well as students are open to integrate Facebook into their academic life, and view the benefits from improved flexibility, communication, and involvement in course media distribution.

Extensive Reading

In daily life, reading extensively involves reading broadly and in quantity. New meaning was attached to the practice of extensive reading in the beginning of this century when it comes to teaching contemporary languages. Then, Extensive reading is an excellent way to acquire a liking for foreign language reading (Bamford & Day, 2011). Theorizing and implementing extensive reading as a strategy for foreign language education to teach foreign language reading in general and in particular. According to (Carrell & Carson, 1997) Extensive reading entails either quick reading of vast amounts of material or lengthier reads (e.g., entire books) for broad knowledge, with a greater emphasis on the information than on the language. When students read extensively, they are primarily concerned with the text's message and what it is saying. In contrast to this, the extensive reading aims to improve the fluency of students', reading speed, and overall comprehension of reading texts while also practicing the skill of reading itself (Bell, 2001; Renandya & Jacobs, 2016).

Extensive Reading has received overwhelmingly excellent feedback from students. Overall, students thought that the activity improved their confidence, reading comprehension, vocabulary, and reading abilities. Students believed Extensive Reading was highly beneficial since it helped them attain the goals listed above. The majority of them attributed their delight to the fact that (a) they could choose their readings and (b) the themes were varied and attractive (Matrix et al., 2017). As well as, students said that it aided in the development of their reading comprehension, vocabulary, reading abilities, and confidence.

METHOD

Research Design

A qualitative case study was conducted at the Department of English Education at one of the state universities in Indonesia. The qualitative design is integrated into the case study category because it will be held on a small scale. According to Creswell (2012), qualitative research cases include specific people, programs, groups, and policies.

Research Participant

In line with those statements, this current study will be held in English class students, which includes specific people on a small scale. This research used purposive sampling for selecting the research participant, where the researchers intentionally picked the individuals to learn and understand the central phenomenon. The criteria for this purposive sampling were that the place to carry out this research must have extensive reading as one of the courses, with a minimum of implementing Facebook as a learning

medium for more than 2 years. Therefore, the subjects of this research were 64 students, and 1 lecturer was chosen using purposive sampling. This criterion is in line with the phenomenon in the English education study program of fourth-semester students in one of the state universities in Indonesia. One of the lecturers at one of the state universities in Indonesia used social media (Facebook) for this Extensive Reading, particularly Facebook, in distance learning during the pandemic, and thus became the phenomenon of this research. Based on considerations, qualitative design is suitable for this current research because it wants to dig up the students' perspective of that phenomenon.

Research Instrument

The researchers conducted a specific open-ended questionnaire distributed to 64 fourth-semester students. In line with the research purpose, Hyman & Sierra (2016) mentioned that a specific open-ended questionnaire is applied to gain essential information. In this study, the factual information is related to students' perceptions of using social media as a learning platform. As the researchers explained before, Facebook is one of the mediums in the Extensive Reading course. To ensure the questionnaire outcome was accurate, the researchers conducted an in-depth investigation through a semi-structured interview with one lecturer. The semi-structured lecturer interview was conducted to find out about the description of the Extensive Reading course.

Data Analysis

Furthermore, the researchers used coding themes and data reduction to analyze the data. In line with the purpose of the research, a qualitative research design is defined by Creswell (2012) as "Qualitative researchers build their patterns, categories, and themes from the bottom up by organizing the data into increasingly more abstract units of information. After rereading the questionnaire results, the study found two themes that the language researcher could discuss intensely. In addition, Creswell (2014) states that the "themes" that occur in various cases in qualitative case studies can be analyzed or formed into a general picture. In line with the current research context, the researchers used this analytical method to find several "themes" from the questionnaire results. The questionnaire showed the students' perspectives on the use of social media such as Facebook for this Extensive Reading, particularly Facebook in the distance learning during the pandemic. In addition, the result themes connected with Royadi et al. (2019), which mentioned that qualitative study aim is a scientific study that prioritizes the process of in-depth connection between researchers and the topic under study in order to understand a phenomenon in its natural social context.

FINDINGS

In the subsections below, the researchers describe the utilization of Facebook as the primary learning platform in Extensive Reading subject based on the emerging theme from the research question. 1) how is the students' perspective of using Facebook as one of the media in Extensive Reading?; then 2) how matched Facebook as a social media platform and Extensive Reading course?

The first research question led to the emerging theme of Students Social's Media Interaction, where students feel excited about using Facebook as a learning platform in Extensive Reading subject. This is because of these three reasons (Learning situation,

which moves from Face-to-Face learning to Online Learning; Entertain by watching videos and getting new information; and Communicate with Others).

The second research question led to the emerging theme of Students' perspectives of Facebook in Distance Learning based on Students' Preferences, where students feel excited about using Facebook as a learning platform in Extensive Reading subjects for these five reasons. (1) Easy to access and proper combination to use in Extensive Reading; (2) Suitable with distance learning; (3) The upload feature is easy to use; (4) The effective feature for the question and answers session; and (5) Reduces the time consumption). Therefore based on the emerging theme that occurred from the research questions, the researchers arranged this findings section into 2 subsections which are Students' social media interaction and Students' perspectives of Facebook in Distance Learning based on Students' Preferences.

Students' Social Media Interaction

From Figure 1, questionnaire results showed that most students used social media to entertain, get new information, and communicate with others. It is probably because social media helps students find out the latest information quickly, get the latest knowledge, communicate with other people more smoothly, and give them pleasure when they are in their spare time (Yohanna, 2020). Meanwhile, fewer than half of students used social media for online learning such as submitting assignments, searching, and learning material, considering that one of the causes of the covid-19 pandemic is the transfer Face to Face learning into Online learning.

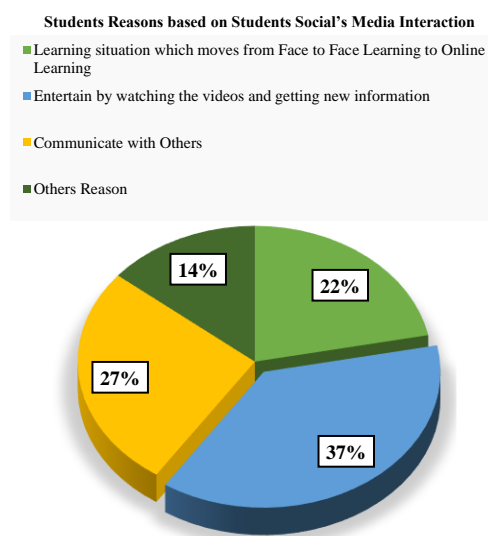


Figure 1. Students' Reasons based on Their Social Media Interaction

Those three themes were compatible with the lecturer's interview revealing the Extensive Reading lecturer has already used Facebook since 2008 and started Facebook as her online learning platform in 2009. Moreover, the Extensive Reading lecturer also mentioned that she used Facebook because it is easy to use for everyone. Almost all of them have a Facebook account, which is easy to download and install. During this pandemic face to face, learning becomes virtual learning. Furthermore, before the covid-19 pandemic, the Extensive Reading lecturers had already used Facebook as a learning platform. Through Facebook, the students could get announcements, some material, or

anything related to the material. Based on this information, Facebook is essentially a social media platform for obtaining new information and communicating with others. Furthermore, the statement above is supported by the student questionnaire result number 2 (see Table 1), where students could use social media for enjoyment in their free time. Also, students can have broader and up-to-date knowledge connected with their learning material.

Table 1. Coding and Themes for Students' Social Media Interaction

| No | Themes | Raw Text/Questionnaire Text |
|----|--|--|
| 1. | Learning situation which moves from Face-to-Face learning to Online Learning | "During the pandemic, everything is done online, including studying. So, I become active using social media" (Student 36, male) |
| 2 | Entertain by watching the videos and getting new information | "I get entertainment and new information from there. In addition, I am currently studying using social media a lot as a medium of learning" (Student 4 female) |
| 3 | Communicate with Others | "I actively use it to see what I like and to communicate with friends" (Student 25, female) |

On the other hand, social media is not eternally a fascinating device for everyone. This research found that several students specified the reason for their being less active on social media, which they only spend (spending between 5-16 hours per week). There are three substantial reasons which make students less active on social media. To begin with, students mentioned that they do not have an online business background to spend time marketing something on their social media. Consequently, students particularly access social media simply for communication if someone reaches them. Furthermore, some students still have inadequate time to access social media or phones, remembering they live in a dormitory. Therefore, several students are managed to use social media if it is only on inevitable occurrences. Later finishing those occurrences, students will not reach those social media anymore.

Students' perspectives of Facebook in Distance Learning based on Students' Preferences

The students' perspectives on the use of Facebook in distance learning showed responses based on students' preferences. This student's perspective on Facebook included the simplicity of access and the proper combination to use in Extensive Reading, for instance, a reduced time consumption, manageable upload function, a practical feature for a Q&A session, and distant learning suitability.(see Figure 2).

**Students perspectives of Facebook
in Distance Learning based on Students Preferences**

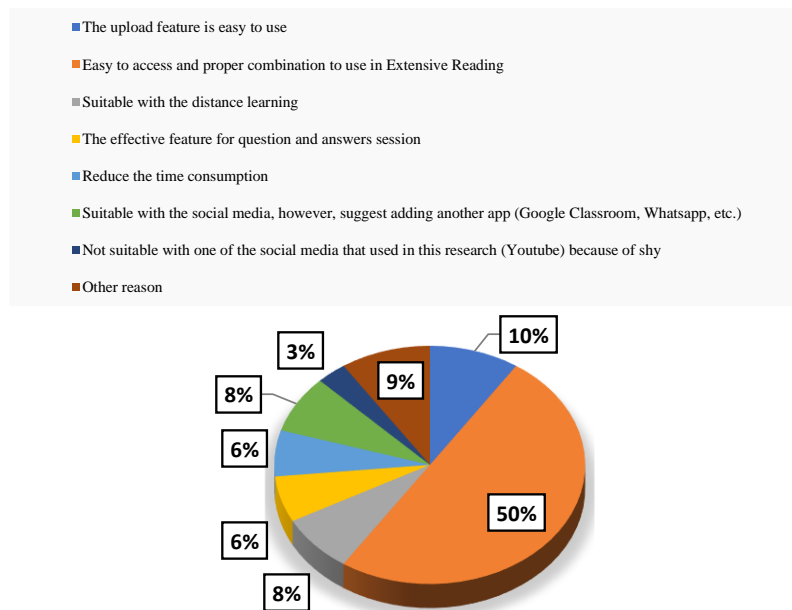


Figure 2. Students' perspectives of Facebook in Distance Learning based on Their Preferences

Based on the answers, most students agreed that the use of Facebook for online learning is easy to access and proper to use in Extensive Reading because Facebook not only supports students' social media competence, but also supports their understanding of the material and the lecturer's explanation. The answer from the students is one line with the lecturer's interview result that stated Extensive Reading is more than giving the students a chance to practice their reading but also to brighten up their knowledge and make sure that they really read. Furthermore, students also mentioned that the use of Facebook for this Extensive Reading is effective. It is proven by the efficiency of ER learning this semester, where students can represent the books and article reviews well.

Table 2. Coding and Themes for Students' Social Media Interaction

| No | Themes | Raw Text/Questionnaire Text |
|----|---|---|
| 1 | Easy to access and proper combination to use in Extensive Reading | "It is easier for me to express the results of my reading and get an explanation from the lecturer in a good and clear manner" (Student 19, female) |
| 2 | Suitable with the distance learning | "Appropriate with this PJJ, those applications are very effective and also user-friendly" (Student 18, female) |
| 3 | The upload feature is easy to use | "The structure of the Facebook application is very handy. After all, Facebook is the best application |

| | | |
|---|--|--|
| | | because it can upload videos in the comments section” (Student 24, male) |
| 4 | The effective feature for question and answers session | “Very helpful for interacting and conveying question and answer sessions.” (Student 3, female) |
| 5 | Reduce the time consumption | “All because YouTube and videos help us as students present our reviews, and it does not take as much time or signal problems as when going through zoom/Google meet” (Student 13, female) |

Table 2 shows students’ responses that one of the features of social media is user-friendly. To most students, the group feature, with the post and comment section on Facebook, is the most user-friendly. Students mentioned that by the group feature, they could see the previous assignment that the senior already did in the past 1 or 2 years ago. Therefore, it could reduce students’ confusion during an extensive reading assignment. Other students mentioned that they are amazed by the Facebook feature that can upload a video in the comment section, and turns out that feature has become one of the features that students like the most. In the interaction type "comment", students believe that comments on learning posts can considerably help them understand the course content. In addition, students also mentioned that the Facebook feature makes it easier to submit the assignment and the instruction for the next assignment.

However, on the other hand, not all students are suitable with Facebook as the medium platform for this Extensive Reading. Furthermore, the questionnaire results also suggested other applications that could be used for extensive reading during distance learning. Some students mentioned using the WhatsApp group to communicate and discuss with the lecturer. However, based on the lecturer interview, WhatsApp, as the application that the students suggested, is not efficient for the lecturer, and it is more irritating to use for Extensive Reading. One of the group features in WhatsApp could not recall the previous file to the new member. As a result, if students just entered the Group because there had been trouble with their phones before, they would not have the discussion file from the beginning, and it would become another problem. In addition, the interview lecturer also mentioned that English Language Organization used Facebook as their social media. According to Islam (2016), Educators and teachers use technologies to teach their students. The British Council, TESOL Organization, IATEFL, and other educational institutions use Facebook to share their day-to-day working activities. Some scholars use blogs to adequate their students in reading and writing by employing technology.

DISCUSSION

According to Utomo et al. (2013), Indonesia became the top user of Facebook and Twitter, indicating that digital penetration inside social media has been well-established throughout the year. The study discovered that the student’s perception of social media such as Facebook for this Extensive Reading effectively affects distance learning. This finding reinforces the outcomes of Boholano and Cajés's (2021) research that found Facebook as a social networking site for entertainment and education. In education, VanDoorn & Eklund's (2013) showed that posts on Facebook were connected with assessment tasks and created immediate feedback for students. Furthermore,

Tananuraksakul, McDaniel, Webb, Herman, and Witty (2010) conducted a comparative study revealing that students, faculty members, and Facebook support their class-related tasks. Moreover, the current research is also connected with the research of Al-Adwan et al. (2020) that found that the students' social networking time spending is related to students' engagement in using social media for entertainment and upgrading their academic performance. Based on this reason, Facebook is a social media tool that helps students gain a piece of information for completing a school assignment.

Most of the students agreed that they used Facebook for online learning is easy to access and proper to use in Extensive Reading. Facebook makes it students easier to submit the assignment and the instruction for the next assignment. Similarly, the research of Saifudin et al. (2016) showed that students were very aware of Facebook communication and how important it was to prepare and complete class assignments and projects. Furthermore, Facebook supports students' social media competence, understanding of the material, and the lecturer's explanation. In line with the statement above, Bicen and Uzunboylu (2013) mentioned that Facebook is a supportive learning environment that increases students' interest in lessons and makes learning more enjoyable.

Furthermore, the students also stated that they were amazed by the Facebook feature that can upload a video in the comment section, and it turns out that feature has become one of the features that students like the most. According to Al-Dheleai and Tasir (2017), students can comment on other students' posts and give their opinions to keep them in line with the course content. Therefore, they will not get lost in the middle of the discussion. In addition, students can comment on an image, publication, or video related to a particular lesson. This feature can identify learner representations of specific educational content that the teacher may be preparing (Dhyab & Varol, 2018).

At the same time, McCarthy (2012) stated that Facebook leads a digital content discipline reliant on images, text, and videos. This discipline provides and receives constant feedback throughout a project, which can help improve a student's understanding of the subject and their academic performance and development. Moreover, integrating students in peer engagement with Facebook allows them to acquire and apply resources (Peeters, 2019). Additionally, another study showed that Facebook is user-friendly for any age, and any gender. Yang and Brown (2013) mentioned no significant differences in general or education-related Facebook activity by students' gender, year of study, or assessment marks. In other words, the use of Facebook was consistent across the student sample regardless of age, stage, gender, or academic performance.

In addition, Boholano and Cajés's (2021) study mentioned that students and lecturers benefit from using Facebook as an educational medium. On the other hand, several educational institutions allow students to utilize social media platforms such as Facebook since these platforms promote collaborative learning (Mohammed et al., 2020). Another advantage of Facebook is how it helps students develop professionally. According to Pérez et al. (2013), the potential benefits of Facebook for students include enhancing the learning process through its communication and interactive medium and as a valuable tool for students' professional growth. Meanwhile, Facebook's post and comment sections are a feature that promotes online learning but is also highly user-friendly and is believed to support the Facebook quick access function in the virtual classroom during distance learning. Facebook benefits students' professional growth in online education.

On the other hand, Facebook has become the world's second most popular social networking site and second largest after Google's site which visited by internet users (Erlin et al, 2015). Facebook users may speak with anybody at any time and for free. Communication with friends, family, and coworkers has grown more convenient thanks to Facebook chat, email, and video conferencing services (Islam, 2016). This conferencing technology enables a group of friends to interact with one another. Additionally, Islam (2016) said that the British Council, TESOL Organization, IATEFL, and other educational institutions utilize Facebook to disseminate information about their daily operations. Several researchers utilize blogs to assist their pupils with reading and writing through the use of technology. They may submit photographs, videos, music, and document files at any moment. As a result, Facebook may be utilized effectively for language instruction. Given that the English Language Organization currently uses Facebook for daily communication, instructors might utilize it to supplement their online learning instruction.

Some studies above prove that Facebook is genuinely effective for language learning, especially Extensive Reading. Because of the easy use of the Facebook feature. Educators and students found no difficulties while using it in distance learning. In addition, Facebook has also been used by the English Language Organization as a communication medium for sharing their day-to-day activity. To sum up, researchers concluded that Facebook is effective for Extensive Reading as one of the language subjects in distance learning. Therefore, educators and students could try to use Facebook as one medium in online learning, remembering the easy use of a Facebook feature: Post and Comment. This study had some limitations. This study focuses on students' use of Facebook in one of the language learning subjects, Extensive Reading. Further research can be carried out by concentrating on another subject, focusing on the use of Facebook as the social media in online learning that this current study already discussed.

CONCLUSION

This current study has addressed that Facebook may be an effective social media platform for online learning, especially Extensive Reading, and that this is the subject of the current study. The most compelling argument is the simplicity with which the Facebook function may be utilized, as well as the evidence that Facebook is also being used as a communication medium by a number of English Language Organizations. As a result, it is projected that educators will begin to use Facebook as one of the media channels for their classroom instruction. Keep in mind, though, that pupils have no trouble utilizing Facebook at all. The internet connection for students and instructors must be prepared in advance of the event. Most of the online learning obstacles were connected to technological concerns, which may have an impact on the use of Facebook in online learning in the future. Furthermore, the government's participation is also critical in boosting internet connectivity services, particularly in underserved areas, and this is especially true in rural areas. On the other hand, this research still has a limitation, where this research only focuses on 1 subject, which is reading, and 1 university located in an urban area, where the technology is already implemented. Therefore, in further research is undoubtedly needed to explore the implementation of Facebook as a social media platform for other online learning subjects, such as writing and listening, with the place to conduct this research in rural areas that are already provided with enough technology.

REERENCES

- Al-Adwan, A. S., Awni Albelbisi, N., Hasan Aladwan, S., Horani, O., Al-Madadha, A., & Hamdi Al Khasawneh, M. (2020). Investigating the Impact of Social Media Use on Student's Perception of Academic Performance in Higher Education: Evidence from Jordan. *Journal of Information Technology Education: Research*, 19, 953–975. <https://doi.org/10.28945/4661>
- Al-Dheleai, Y. M., & Tasir, Z. (2017). Using Facebook for the purpose of students' interaction and its correlation with students' academic performance. *Turkish Online Journal of Educational Technology*, 16(4), 170–178. Retrieved December 12, 2021, from <https://eric.ed.gov/?id=EJ1160608>
- Al-Rahmi, W. M., & Othman, M. S. (2013). The impact of social media use on academic performance among university: a pilot study. *Journal of Information Systems Research and Innovation*. Retrieved October 31, 2022, from <http://seminar.utmspace.edu.my/jisri/>
- Arum, A. S. (2021). How important literacy for the nation's generation. <http://dx.doi.org/10.17605/OSF.IO/6RM8J>
- Aziz, I. N., & Dewi, Y. A. S. (2020). The use of powerpoint as media of language teaching on students' speaking skill. *Humanities & Social Sciences Reviews*, 8(1), 344–358. <https://doi.org/10.18510/hssr.2020.8145>
- Bicen, H., & Uzunboylu, H. (2013). The use of social networking sites in education: a case study of Facebook. *Journal of Universal Computer Science*, 19(5), 658–671. <https://doi.org/10.3217/jucs-019-05-0658>
- Boholano, H. B., & Cajes, R. (2021). The utilization of Facebook during covid-19 pandemic by first-year College Students. *International Journal of Social Learning (IJSL)*, 1(2), 162–171. <https://doi.org/10.47134/ijsl.v1i2.52>
- Creswell, J. W. (2012). *Educational research* (P. A. Smith (ed.); FOURTH). Pearson Education, Inc.
- Creswell, J. W. (2014). *Research design qualitative, quantitative, and mixed methods approach* (4th ed.). SAGE Publications, Inc.
- Dean, B. (2021). *How many people use Twitter in 2021? [New Twitter Stats]*. Retrieved December 14, 2021, from <https://backlinko.com/twitter-users>
- Dhyab, R., & Varol, A. (2018). Distance education features using Facebook. *International Journal of Interactive Mobile Technologies*, 12(6), 19–34. <https://doi.org/10.3991/ijim.v12i6.9621>
- Dogoriti, E., Pange, J., & Anderson, G. S. (2014). The use of social networking and learning management systems in English language teaching in higher education. *Campus-Wide Information Systems*, 31(4), 254–263. <https://doi.org/10.1108/CWIS-11-2013-0062>
- Erlin, Fitri, T. A., & Susandri. (2015). Using social networks: Facebook usage at the Riau college students. *Procedia Computer Science*, 59, 559–566. <https://doi.org/10.1016/j.procs.2015.07.543>
- Fadilla, N. (2021). A study in teaching strategies on reading comprehension by using e-learning in pandemic era at MAN Kota Pasuruan. *Enreal Journal*, 1(2), 1–10. Retrieved December 11, 2021 from <https://ojs.uniwara.ac.id/index.php/epj/article/view/248>
- Giatman, M., Siswati, S., Basri, I. Y., & Article, H. (2020). Online learning quality control in the pandemic covid-19 era in Indonesia. 6(2), 168–175. <https://doi.org/10.15294/jne.v6i2.25594>

- Hidayat, D. N., Lee, J. Y., Mason, J., & Khaerudin, T. (2022). Digital technology supporting English learning among Indonesian university students. *Research and Practice in Technology Enhanced Learning*, 17(1), 1-15. <https://doi.org/10.1186/s41039-022-00198-8>
- Hyman, M. R., & Sierra, J. J. (2016). Open- versus close-ended survey questions. *Business Outlook*, 14(2), 1-5. Retrieved October 31, 2022 from https://www.researchgate.net/publication/282249876_Open_versus_close-ended_survey_questions/link/560954c408ae840a08d39a9b/download
- Islam, N. N. (2016). Using Facebook in and outside of classroom for language education in rural areas of Bangladesh: Prospects and challenges. *Society & Change*, X(4), 22-31. Retrieved December 7, 2022 from <https://societyandchange.com/uploads/1509607221.pdf>
- Kittidachanupap, N., Singthongchai, J., & Naenudorn, E. (2012). Development of animation media for learning English vocabulary for children. *IEEE International Conference on Computer Science and Automation Engineering (CSAE)*, 341-345. <http://dx.doi.org/10.1109/CSAE.2012.6272788>
- Maru, M. G., Paranduk, R., & Tuerah, J. (2021). Readability level of English reading text used in the era of pandemic. *Syntax Literate: Jurnal Ilmiah Indonesia*, 6(7), 3448-3466. <http://dx.doi.org/10.36418/syntax-literate.v6i7.3557>
- Maulidya, R. A., Atasyah, N. F., Husna, N., Hidayat, D. N., & Hamid, F. (2021). The implementation of communicative media for teaching English as a Foreign Language (EFL) during pandemic of Covid-19 in Indonesian senior high schools. *Faktor: Jurnal Ilmiah Kependidikan*, 8(1), 73-92. <http://dx.doi.org/10.30998/fjik.v8i1.8595>
- McCarthy, J. (2012). International design collaboration and mentoring for tertiary students through Facebook. *Australasian Journal of Educational Technology*, 28(5), 755-775. <https://doi.org/10.14742/ajet.1383>
- Mohamed, A. A., Ibrahim, O., & Nilashi, M. (2015). The security awareness framework for social network sites Facebook: case study in Universiti Teknologi Malaysi. *Journal of Soft Computing and Decision Support Systems* 2(3), 1-8. Retrieved December 13, 2021 from http://jscdss.com/index.php/files/article/viewFile/33/pdf_45
- Mohammed, Q. A., Naidu, V. R., Said, M., Al, A., Babiker, S., Balushi, Q. Al, Yousuf, M., Rawahi, A., Harib, N., Al, S., College, M. E., & Oman, M. (2020). Role of online collaborative platform in higher education context. *IJAEDU: International E-Journal of Advances in Education*, 6(17), 220-227. <https://doi.org/10.18768/ijaedu.789422>
- Peeters, W. (2019). The peer interaction process on Facebook: a social network analysis of learners' online conversations. *Education and Information Technologies*, 24(5), 3177-3204. <https://doi.org/10.1007/s10639-019-09914-2>
- Pérez, T., Araiza, M. D. J., & Doerfer, C. (2013). Using Facebook for learning: a case study on the perception of students in higher education. *Procedia - Social and Behavioral Sciences*, 106, 3259-3267. <https://doi.org/10.1016/j.sbspro.2013.12.375>
- Pustika, R. (2020). Future English teachers' perspective towards the implementation of e-Learning in covid-19 pandemic era. *JELTL (Journal of English Language Teaching and Linguistics)*. 5(3), 383-391. <http://dx.doi.org/10.21462/jeltl.v5i3.448>
- Rahmi, R. (2014). the Implementation of Media in English Language Teaching. *Visipena*, 5(1), 1-17. <https://doi.org/10.46244/visipena.v5i1.220>
- Rokhayani, A., Ririn, A., & Utari, P. (2014). The use of comic strips as an English teaching media for junior high school students. *Language Circle Journal of Language and*

- <https://journal.unnes.ac.id/nju/index.php/LC/article/view/3018>
- Royadi, D., Susiana, N., & Khumaida, F. A. (2019). Effectiveness management of qualitative research in writing scientific papers. *Aptisi Transactions on Management (ATM)*, 3(1), 84–90. <https://doi.org/10.33050/atm.v3i1.848>
- Saifudin, A. M., Yacob, A., & Saad, R. (2016). The Facebook-in-action: challenging, harnessing and enhancing students class assignments and projects. *Universal Journal of Educational Research*, 4(6), 1259–1265. <https://doi.org/10.13189/ujer.2016.040602>
- Sakkir, G., Dollah, S., & Ahmad, J. (2020). Favorite E-learning media in pandemic covid-19 era (Universitas Muhammadiyah Sidenreng Rappang). *Jurnal Studi Guru dan Pembelajaran*. 3(3), 480–485. Retrieved October 31, 2022 from <https://www.e-journal.my.id/jsgp/article/view/435>
- Tananuraksakul, N. (2015). An Investigation into the impact of Facebook group usage on students' affect in language learning in a Thai context. *International Journal of Teaching and Learning in Higher Education*, 27(2), 235–246. <https://www.isetl.org/ijtlhe/pdf/IJTLHE1974.pdf>
- Utomo, A., Reimondos, A., Utomo, I., McDonald, P., & Hull, T. (2013). Digital inequalities and young adults in greater Jakarta: a socio-demographic perspective. *International Journal of Indonesian Studies*, 1, 79–109. Retrieved December 14, 2021 from <https://openresearch-repository.anu.edu.au/bitstream/1885/11603/1/Utomo%20et%20al%20Digital%20inequalities%202013.pdf>
- Rasihah, V. R. R. (2014). Transformative higher education teaching and learning: using social media in a team-based learning environment. *Procedia - Social and Behavioral Sciences*, 123(2012), 369–379. <https://doi.org/10.1016/j.sbspro.2014.01.1435>
- VanDoorn, G., & Eklund, A. A. (2013). Face to Facebook: Social media and the learning and teaching potential of symmetrical, synchronous communication. *Journal of University Teaching and Learning Practice*, 10(1), 68–82. <https://doi.org/10.53761/1.10.1.6>
- Wijayanti, S. (2020). Indonesian Students' Reading Literacy. Proceedings of the International Conference on Research and Academic Community Services (ICRACOS 2019), 390 (Icracos 2019), 61–65. <https://doi.org/10.2991/icracos-19.2020.13>
- Yang, C. chen, & Brown, B. B. (2013). Motives for using Facebook, patterns of Facebook activities, and late adolescents' social adjustment to college. *Journal of Youth and Adolescence*, 42(3), 403–416. <https://doi.org/10.1007/s10964-012-9836-x>
- Yohanna, A. (2020). The influence of social media on social interactions among students. *Indonesian Journal of Social Sciences*, 12(2), 34. <https://doi.org/10.20473/ijss.v12i2.22907>