CHAPTER I
BACKGROUND OF THE RESEARCH

1.1. Background of the Research

The growth of technology has given the impact toward the teaching and learning practice. Social networking site, as the production of technology, has given the impact to the practice, including teaching and learning English. Yunus & Salehi (2012) has conducted research about the use of Facebook, one of social networking sites, in teaching writing skill and revealed promising result. Facebook has a feature namely Facebook group which enables its users to establish private room to chat and share ideas (Dudeney, 2007). In the group, the timeline of posted comments is easily traced and could be read at ease.

Addison & Peters (2007) cited in Zahidi, Sin & Jamal (2011) suggest Facebook usage in language teaching. They believe that Facebook brings the sense of community among students, which will lead to efficient learning environment. Selwyn (2007) cited in Zahidi *et al.* (2011) reinforces the notion by stating that Facebook reflects a good model of learning by its' collaborative and active participatory roles which occurs without the conscious effort.

Some research had already conducted to view the use of Facebook group in teaching and learning process. For instance, Yunus & Salehi (2012) had conducted the research about the effectiveness of using Facebook group in improving the students' writing skill. Yunus & Salehi (2012) took 43 students completing bachelor degree as their respondents. The findings of their research reveal that Facebook is able to improve the students' writing skill, more specifically in brainstorming ideas before their actual writing.

As many studies (e.g., Yunus & Salehi, 2012; Suthiwarnarueput & Wasanasomsithi, 2012; Budiardi & Anggraini, 2013) have focused more on the use of

Facebook group for students' written skill, this research attempts to fill a gap where spoken skill has not been widely researched. Similar as practicing writing skill, practicing speaking skill also requires brainstorming process, especially in speaking for academic purposes (Jordan, 2009). Since the activity of speaking for academic purposes requires more complex speaking skill, making draft before joining the activity is highly suggested (Thornbury, 2009).

In Department of English Language Education in one of Bandung state universities, Speaking for Academic Purposes course is the final course of speaking skills. It is given to students who have accomplished Speaking for General Communication and Speaking in Professional Context courses. A lecturer of one class established a designed Facebook group to support the study of Speaking for Academic Purposes course. This research views the use of Facebook group as the media to assist the process of learning outside the classroom in the class, with presumption that the Facebook group was used by the students to brainstorm idea before joining speaking activity.

This research aims to describe students' perception toward the use of Facebook group in Speaking for Academic Purposes course since the phenomenon of using Facebook in speaking course is relatively new. Facebook, as the production of technology, does not have inherent pedagogical values. To elicit whether or not Facebook has the pedagogical values, the research uses theory proposed by Davis (1989) as cited in Lui *et al.* (2006) which name is Technology Acceptance Model. According to the model, perceived usefulness and perceived ease-of-use determines the acceptance of a technology. Thus, the research is intended to investigate students' perception and the advantages and disadvantages of using Facebook in Speaking for Academic Purposes course as perceived by them.

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The use of facebook group in speaking for academic purposes course
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1.2. Research Question

There are two research questions in the research:

a. What are the students' perceptions toward the use of Facebook group in Speaking for Academic Purposes Course?

b. What are the advantages and disadvantages of the use of Facebook group in Speaking for Academic Purposes Course as perceived by the students?

1.3. Purpose of the Research

The aim of the research is to find out the students' perceptions toward the use of Facebook group in supporting Speaking for Academic Purposes course. The research is also intended to investigate the advantages and disadvantages of the use of Facebook group in Speaking for Academic Purposes course as perceived by the students.

1.4. Significance of the Research

The findings of the research are expected to give theoretical and practical contributions. In term of theory, the research is able to enrich the literature on the use of Facebook as the media in teaching speaking for academic purposes. In addition, this research is expected to be one of references for other researchers to conduct further research in the same field. For practical benefit, the results of the research are expected to be the reference of the use of social networking site, especially Facebook, in speaking for academic purposes course.

1.5. Clarification of Key Terms

SNS

SNS refers to Social Networking Site, an application which gives virtual group interactions and shared spaces for social connection, collaboration and possibly making of information exchanges in web based environment (Boyd & Ellison, 2007).

Facebook Group

Facebook group is a feature in social networking site made by Mark Zuckerberg, which enables the user to post writing materials and comments. The site is available at www.facebook.com.

SAP Course

The use of term SAP Course refers to specifically speaking for academic purposes course, which is the main theme of the research.

1.6. Organisation of the Paper

There will be five chapters on the research. Chapter I will provide the reason of conducting the research and some presumptions which lead to the research. The next chapter focuses on theoretical views on teaching speaking. Chapter III presents the design of research and data analysis. Chapter IV will be the findings of the research and the last chapter serves as conclusion.