CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This chapter serves as the conclusion of the research and gives recommendation for educator who deals with the use of Facebook group in studying English, especially speaking for academic purposes.

5.1 Conclusion

The theme of the research is the use of one of Facebook features in SAP course. Facebook group is the main focus in this research. The research views how this Facebook feature was used in supporting the study of SAP course. The research aims at investigating students' perceptions toward the use of Facebook group and finding out the advantages and disadvantages of the use of Facebook group as perceived by the students.

Research related to the use of Facebook in English speaking course is limited, but the research in general and in other English skills teaching has been done by previous researchers. Addison & Peters (2007) cited in Zahidi *et al*. (2011) believe that students feel the sense of engagement and community by learning through Facebook. The study which focuses on the use of Facebook in teaching writing (Yunus & Salehi, 2012) revealed that, since using Facebook is not done in face-to-face situation, Facebook has boosting their confidence and made them more daring to use the language. And the study focusing on affective point of view of Facebook usage in language education reveals that students' motivation, confident, and attitudes toward learning English are significantly improved (Kabilan *et al.* in Yunus, M. & Salehi, H., 2012).

Based on the previous study as mentioned above, this research proves that the practice of the use of Facebook group for speaking course existed. In SAP course, Facebook group was used as the supplement, not replaceable with classroom activity. The lecturer designed Facebook group for students to practice what they had learned outside classroom. The lecturer expected that the students were able to prepare the material in Facebook group before they join various speaking activities in the classroom. In Facebook, they are able to brainstorm ideas and make a draft of their speeches. The practice is also suggested by Harmer (2007) and Thornbury (2009).

The research confirms that the lecturer's expectation from Facebook usage has been achieved. It was proven by the advantages of the use of Facebook group which had been confirmed by the students. The research found that most of the students gave positive attitude toward the use of Facebook group in SAP course. Moreover, the research found that there are five advantages as perceived by the students namely they were able to prepare their speeches, they were able to learn new vocabulary, they got feedback from both their peers and lecturer, they felt encouraged to study SAP, and finally they were comfortable and feel daring to practice their speech in Facebook group. All of the advantages are in favour with the study of SAP course. In addition, the research also found that Facebook group was not only used for studying SAP course, but also used for exchanging information related to classroom activity. This fact reinforces the notion that Facebook gives advantages to students in giving them a space to share information and study collaboratively.

Although there were advantages confirmed, the research also found three disadvantages from the use of Facebook in SAP course. The first is that the students claimed that they felt distracted to use Facebook for playing rather than to study SAP. The second disadvantage is that they felt the guidance from the lecturer in advance is still needed, although the practice of use of Facebook is as supporting activity. They claimed that they need to meet the lecturer in person to get more adequate feedback.

The last disadvantage comes from external factor. It is the availability of internet connection which is rare to be found by some students.

5.2 Recommendations

Recommendations are drawn as the result of the research has been found. According to the research, using Facebook group for supporting the study of SAP course has given the advantages in term of giving the students space to practice and to make them feel daring to brainstorm ideas before join various speaking activity.

The research suggests English teachers to use technology in their teaching process in order to integrate technology, which is inevitably and rapidly growing, to the students. English teachers are able to promote the growth of technology which is usually used in daily live to be used in educational settings, but several things should be considered before using technology in teaching process. Firstly, teacher should know how far the students are familiar with the technology. Second, make sure the technology has the feature which can be used for the process of teaching and achieving the goal of a course. The last, the technology should be easy to be used by both the teacher and students.

For other researchers, they are able to do a research regarding to the use of Facebook in supporting other English language skills course and see how it affects to the students. Conducting research about the use of other Facebook feature in English teaching is also highly suggested. The last recommendation to future researchers is that to conduct a research with similar theme but using other methods in order to pursue more objectivity.

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The use of facebook group in speaking for academic purposes course
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