

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This chapter presents conclusions that can be drawn from this research and recommendations for teacher, policy maker, and future researcher regarding the use of *Facebook Groups* in teaching EFL writing at university level.

#### 5.1 Conclusions

This research focuses on the use of *Facebook Groups* in teaching EFL writing at university level. This research aims to describe how the *Facebook Groups* is used, the advantages and disadvantages of using *Facebook Groups*, and the classroom writing performances used in the *Facebook Groups* in context of teaching EFL writing at university level.

Previous researchers have conducted the research about the use of *Facebook Groups* to enhance students' engagement in self-regulated learning, the use of *Facebook Groups* in teaching ESL writing, and classroom writing performance. This research confirms findings of the previous research that the *Facebook Groups* was used in various time and asynchronous manner for fulfilling students' need through its features which were wall, comment, and notification. The *Facebook Groups* was also found benefitting students in writing class in the process of pre-writing, specifically the brainstorming phase, learning new vocabulary, reducing spelling error, making completing assignment easier, encouraging students to reread their writing, encouraging students through "like"

given by their peers, and enabling discussion. However, the use of *Facebook Groups* was also found having disadvantages which were not suitable for all kind of discussion and guidance from the lecturer were still needed (Zahidi *et al.*, 2011; Yunus *et al.*, 2011; Brown, 2001).

The findings of this research signified that in EFL writing class, *Facebook Groups* was used to enable students to submit their assignments through Facebook Groups' wall, to create a space for exchanging information, to give chances for students to practice English, and to enable students to privately contact the lecturer. In using the *Facebook Groups*, considering the number of the students, the students were instructed by the lecturer to post their writing as a comment to existing post unless no post of similar topic had been posted to the *Facebook Groups* to keep the *Facebook Groups* readable. *Facebook Groups'* features such as file sharing, private messaging, and like button were also known useful in EFL writing class to share information and to help students show their support to their friends' writing without submitting a comment due to their fear of writing and making mistakes. This research found advantages of the use of *Facebook Groups* which were helping students in process of planning of writing by enabling them to identify aspects of writing from their peers' writing and helping students to keep up with the writing assignment deadline that had been set. However, the disadvantage of the use of *Facebook Groups* was also found which was students were found reluctant to initiate discussion in the *Facebook Groups* because they were afraid of making mistakes since if they made one, the mistake they made will be visible for every class member to see. It was also found that the visibility

of the writing of the students enabling the less motivated student to do plagiarism. This research also found that two classroom writing performances was used in the wall of the *Facebook Groups* used for teaching EFL writing. They were display and real writing, where display writing was used more frequent rather than real writing.

## 5.2 Recommendations

Based on the findings, discussion, and conclusions of the research, recommendations regarding the use of *Facebook Groups* in teaching EFL writing can be drawn as follows.

First, it has been found that the use of *Facebook Groups* in EFL writing class enabled students to learn from their peers' writing. Thus, teacher and policy maker can use *Facebook Groups* in EFL writing class to facilitate peer learning. Future researchers are suggested to study the efficiency of the use of *Facebook Groups* in EFL writing class specifying in how the students could learn from their peers' writing through the use of *Facebook Groups*.

Second, it has been found that the writing posted on the *Facebook Groups* was dominated by display writing. Students were found reluctant to initiate and participate in the discussion in *Facebook Groups* in form of writing a real writing which was caused by the fear of making mistakes. This means that teacher and policy maker can use *Facebook Groups* to facilitate students' writings in form of display writing. However, teacher and policy maker can also use *Facebook Groups* to foster students' real writing activity as long as they can help students to

remove the reluctance by overcoming students' fear of making mistakes. This can also be used as a topic of research for future researcher.

Last, future researcher can conduct a research with similar topic but using different method and approach to gain more objectivity. Conducting research which extends this research's findings such as describing the use of *Facebook Groups* for teaching other skills or discovering the use of *Facebook Groups* for teaching writing at different level of education is also highly suggested.

