

## Utilizing Facebook as supplementary tool for grade 10 English learning competency

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### ABSTRACT

This study investigated the benefits of using Facebook as a supplementary tool for improving English learning competency among Grade 10 Junior High School students at Tuburan National High School, DepEd Tuburan, during the third quarter of the academic year 2022 - 2023 as a basis for enhancement activities. The descriptive-survey approach was used in this study to collect data, which was treated using simple percentages, DepEd grading scale, weighted mean, and Pearson Correlation Coefficient. The data was gathered from a group of 50 students. It was also revealed that 100% of respondents utilized smartphones, while 6% used WiFi hotspots. It was discovered that 32% of the respondents visit Facebook for 02 hours each day, and 28% access it for approximately 04 hours. The data suggests that approximately 82% utilize Facebook as a social media platform to connect with people. Additionally, 42% recognize the influence of Facebook for studying purposes. Furthermore, 36% mentioned that they use Facebook to engage in conversations with friends. The overall learning competency achievement was 50.66 percent. Furthermore, the student's impression of the SLHT domains obtained a factor average mean of 3.90 as very effective. Enhancement activities should be implemented, signifying Facebook as a supplement to English learning. In light of these observations and the identified competencies, this study advocates for the implementation of enhancement activities that formally integrate Facebook into English language instruction.

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### 1. Introduction

The transformation of Facebook from its inception as a college-focused social networking site into a global juggernaut, with millions of users spanning the globe, underscores its profound influence on contemporary communication (Junco, 2012). As a premier social media platform in today's digital landscape, Facebook occupies a pivotal role.

The increasing integration of social media networks within educational contexts has ushered in a significant paradigm shift in the realm of education, particularly affecting language learning and pedagogical approaches (Slim & Hafedh, 2019). Platforms like Facebook, YouTube, WhatsApp, and Instagram have emerged as influential agents reshaping educational dynamics, providing students with innovative avenues to engage with learning materials and peers (Tilfarlioglu, 2011).

Nevertheless, educators confront a pressing challenge: how to adapt their teaching methodologies to effectively engage and educate contemporary students within this rapidly evolving technological milieu. While the digital landscape offers an array of possibilities to enrich learning experiences, many language instructors encounter barriers when seeking to seamlessly incorporate information and communication technologies into their teaching strategies.

In response to this challenge, it becomes imperative to explore novel avenues for enhancing English language proficiency, especially within the context of the “new normal” in education. One such avenue involves harnessing the educational potential of social media platforms, with a specific focus on Facebook, and the educational chatbox functionality of Facebook Messenger (Smutny & Schreiberova, 2020). This evolution extends beyond traditional messaging to encompass the recommendation of educational content, thereby expanding the horizons of language education.

The integration of Facebook as a supplementary tool for English language learning presents an exciting prospect for revitalizing the learning experience, rendering it more engaging and efficacious. It offers an opportunity to glean practical insights into the adept incorporation of Facebook into teaching practices, including strategies for fostering meaningful discussions, sharing valuable learning resources, and cultivating active student participation.

Facebook, a formidable presence in the realm of social networking, provides a versatile platform for information sharing, conversations, and collaboration within its ecosystem (Stelter, 2008). Alongside other Web 2.0 technologies, it possesses the potential to positively impact student learning (Cook et al., 2008). Yet, despite the apparent alignment between Facebook’s functionalities and language learning objectives, there remains a conspicuous void in the comprehensive exploration of its utility as an adjunctive tool. Specifically, there has been limited attention given to systematically utilizing Facebook to disseminate activities, videos, notes, reminders, and instructions geared towards enhancing the English language proficiency of Grade 10 students at Tuburan National High School in Tuburan, Cebu.

Hence, this study endeavors to bridge this gap by conducting an exhaustive examination of the advantages and challenges associated with implementing Facebook as a supplementary tool for English language learning. Through the strategic distribution of educational content and interactions via Facebook, its objective is to evaluate its impact on the learning outcomes of Grade 10 students at Tuburan National High School. By addressing these pivotal aspects, this research aspires to provide valuable insights that can inform effective teaching practices and contribute to the broader discourse surrounding the integration of social media in education.

## **2. Theoretical basis**

This section indicates a summary of theories and empirical literature that served as the basis of this research.

The integration of technology in education has been a growing trend in recent years, particularly the use of social media platforms such as Facebook. This study aims to investigate the potential benefits of Facebook as a supplementary tool for Grade 10 English learning competency.

The research is premised on Bloom’s Taxonomy Model and Albert Bandura’s Social Learning Theory as a framework for analyzing learning competency and learning through the use of social media.

**Bloom's Taxonomy Model** Bloom's Taxonomy is a well-established framework in education that classifies cognitive processes into a hierarchy of learning objectives (Harahap et al., 2023). It underpins the study on utilizing Facebook as a supplementary tool for Grade 10 English learning competency by providing a structured approach to designing and assessing learning activities within the Facebook platform. Bloom's Taxonomy serves as a valuable framework for structuring and assessing the use of Facebook as a supplementary tool for Grade 10 English learning competency. It provides a structured approach to defining learning objectives, designing learning activities, assessing student progress, and promoting cognitive development. By aligning Facebook activities with the taxonomy, educators, and researchers can ensure a comprehensive and effective approach to English language learning using this digital platform.

Social Learning Theory, proposed by Albert Bandura (Torre, 2024), posits that learning occurs through observation, imitation, and social interaction. The theory emphasizes the interplay between behavioral, personal, and environmental factors in shaping human behavior.

The application of Social Learning Theory in the context of utilizing Facebook as a supplementary tool for Grade 10 English learning competency underscores the dynamic interplay between behavioral, personal, and environmental factors. Students' observations of their peers' behavior, their personal beliefs and motivations, and the digital environment of Facebook all come together to shape their English language learning experiences and outcomes. Understanding and optimizing these factors can contribute to the effectiveness of Facebook as a tool for enhancing English learning.

Amidst the Covid-19 pandemic, Facebook has been utilized as an online educational platform, providing lesson plans, activities, videos, and various resources. These offerings aim to empower teachers, students, and families by fostering safe, healthy, and supportive digital communities (UNESCO IITE, 2020).

According to Shaw (2017), Facebook enables users to establish personal accounts with essential details like their birthdays, relationship status, group affiliations, contact information, photos, and general background. Additionally, users can share links or posts with others, stay updated on news, exchange information, and engage in discussions. Consequently, this versatile platform can be effectively utilized to deliver educational content to students and seamlessly integrated into various teaching approaches employed by instructors.

Utilizing Facebook extensively offers numerous benefits when employed as an educational tool. These advantages encompass fostering community collaborations, enriching student-teacher interactions, honing computer and language proficiencies, and integrating students' cultural backgrounds into the learning material content (Inphoo & Nomnian, 2019).

According to Bugeja (2006), Facebook has been found to influence the motivation of students in higher education. The integration of social media and mobile devices enables students to collaboratively create, edit, and share course content in various formats, such as text, video, or audio. These technological advancements have given rise to novel learning cultures, emphasizing collective exploration and interaction in the learning process (Selwyn, 2012).

In essence, the studies by Bugeja (2006) and Selwyn (2012) provide valuable insights into the potential benefits of integrating Facebook and social media into education. These benefits, including increased motivation, collaborative learning, and novel learning cultures, can be directly applied to the Grade 10 English learning context. By leveraging Facebook as a supplementary tool, educators can harness the motivational and collaborative aspects of social

media to enhance English language learning outcomes and create an interactive and engaging learning environment.

The study on utilizing Facebook as a supplementary tool for Grade 10 English learning competency aligns with Munoz and Towner's (2009) observations about the platform's potential in education. Both studies recognize Facebook's extensive user base, its capacity to enhance learning experiences through technology, and its role in facilitating seamless communication between students and teachers. This connection reinforces the idea that Facebook can be a valuable and effective tool in the context of English language learning for Grade 10 students, offering accessibility, convenience, and opportunities for interactive learning.

The study on utilizing Facebook as a supplementary tool for Grade 10 English learning competency aligns with the findings of Mazer et al. (2007) regarding the positive impact of personalized platforms like Facebook on student motivation and participation. Both studies emphasize the potential of Facebook to enhance motivation, encourage active participation, offer personalized learning experiences, promote engagement, and connect language learning to real-life contexts. This connection reinforces the idea that Facebook can be a valuable tool in improving English language learning outcomes for Grade 10 students by creating a personalized and engaging learning environment.

Studies by Kabilan et al. (2010), Blattner and Fiori (2009) highlight the positive effects of using Facebook on language skills, motivation, and overall attitude towards language learning. These findings suggest that integrating Facebook into English learning can potentially enhance students' language proficiency and self-confidence, which are crucial factors for success in language acquisition.

Cheung et al. (2011) emphasize Facebook's role in facilitating social interactions among learners and its potential for knowledge construction. This aligns with cognitivist theories of learning, indicating that Facebook can serve as a platform for collaborative learning and the exchange of ideas and resources among students.

Laurillard (2002) points out the importance of social networking in higher education and its alignment with pedagogies based on sociocultural theories. Facebook's social aspect aligns with the idea that learning is a socially mediated process, emphasizing interactions between students themselves, students and teachers, and students and the world. This suggests that Facebook can contribute to a sociocultural approach to language learning.

Dizon (2016), Bökercı and Aydın (2020) suggest that Facebook holds the potential to enhance students' socio-pragmatic awareness in language learning. This highlights the platform's utility in developing not only language skills but also the ability to use language appropriately in different social contexts.

Chen (2016) acknowledges that various social media sites, including Facebook, offer additional learning opportunities for students. These platforms provide a diverse range of resources and content that can complement traditional classroom instruction, offering students multiple avenues for language learning.

Rahimi et al. (2018) emphasize the importance of integrating technology into the educational system. This underscores the broader context of utilizing Facebook as a supplementary tool, as it aligns with the integration of technology in modern education to enhance teaching and learning processes.

In relation to the study on utilizing Facebook as a supplementary tool for Grade 10 English learning competency, these synthesized findings suggest that while there is a wealth of evidence supporting the potential benefits of using Facebook in language learning, there may be gaps in understanding how to effectively harness its power for specific educational contexts like Grade 10 English learning. The study could aim to fill these gaps by examining the practical strategies, challenges, and outcomes of using Facebook in this particular setting, ultimately contributing to a more comprehensive understanding of its impact on English learning outcomes for Grade 10 students.

This research seeks to understand the potential benefits of Facebook as a supplementary tool for enhancing the English learning competency of Grade 10 students at Tuburan National High School.

### 3. Methodology

This study employed the descriptive-survey method to obtain the necessary data and information in discussing the profile, types of gadget use, internet connection, period of using Facebook, a motive for using Facebook, nature of using Facebook, the level of perception on the use of Facebook on their Social Learning Theory domains in behavioral factor, personal factor, and environmental factor and the significant relationship between students' performance and their perception of Facebook on the SLT domains. Furthermore, this paper used a purposive sampling technique in selecting the 50 Grade 10 students of Tuburan National High School in the School Year 2022 - 2023. It includes 24 male students and 26 females.

This study used a modified adapted questionnaire (SMAAPOS) to examine students' social learning and an adapted questionnaire from DepEd's Modules for English Quarter 3 to analyze students' score performance after using Facebook (Osharive, 2015).

This study used a modified adapted questionnaire (SMAAPOS) to examine students' social learning and an adapted questionnaire from DepEd's Modules for English Quarter 3 to analyze students' score performance after using Facebook (Osharive, 2015). The first questionnaire was divided into four sections (I-V); Section I determined the demographic profile of the respondents such as age, gender, and address; Section II consisted of related information about the respondents such as types of Gadget use, period of using Facebook, the motive for using Facebook; and nature of using Facebook while Section III consisted of questions that elicited responses from the perception of the respondents about social learning with response options: Extremely Effective (EE), Very Effective (VE), Moderately Effective (ME), Slightly Effective (SE) and Ineffective (I). The second questionnaire is using the criteria of writing an essay per competency anchored from DepEd's most essential learning competencies.

Table 1 presents the age and gender of the Grade 10 students.

**Table 1**

*Age and Gender*

n = 50

Age and Gender		Male		Female		Total	
f	%	f	%	f	%		
17 - 18 yrs old		7	14	0	0	7	14
15 - 16 yrs old		17	34	26	52	43	86
<b>TOTAL</b>		<b>24</b>	<b>48</b>	<b>26</b>	<b>52</b>	<b>50</b>	<b>100</b>

Source. The researcher's data analysis

Table 1 presents the age and gender of the Grade 10 students. As reflected in the table, of the 50 students, 43 or 86 percent of the respondents belonged to the age bracket of 15 - 16 years old, and 7 or 14 percent belonged to 17 - 18 age. The data also revealed the gender of the respondents, wherein 24 or 48 percent were male and 26 or 52 percent were female.

This means that majority of the respondents were female, who were actively engaged in social media, specifically Facebook, as their way to learn English. Female students have a good perception of social media, such as Facebook, as a tool for teaching and learning in this 21st century education (Chukwuere & Chukwuere, 2017).

#### 4. Result and discussion

This part is concerned with the data gathered from the respondents' profiles, learners' related information, the posttest scoring performance of English learning competencies, and the questionnaire of the social learning dimensions of the student respondents from Tuburan National High School Tuburan, Cebu, via Facebook.

**Table 2**

<i>Address</i>		n = 50	
<b>Address</b>	<b>f</b>	<b>%</b>	
Cogon	26	52	
Alegria	10	20	
Gimamaa	14	28	
<b>TOTAL</b>	<b>50</b>	<b>100</b>	

*Source.* Data analysis result of the research

Table 2 indicates that of the 50 Grade 10 students: 26 or 52 percent of the respondents come from Barangay Cogon, 14 or 28 percent come from Barangay Gimamaa, and 10 or 20 percent come from Barangay Alegria.

This means that the majority of the respondents were from Barangay Cogon which is located at the next barangay of Brgy. 7, Tuburan Cebu, where Tuburan National High School is located. It implies that location is considered an impediment to accessing the internet in order to understand the remaining dimensions of digital inequality among community members (Khan et al., 2020).

##### 4.1. Learners' related information

The second part of the study deals with the information of the respondents in using Facebook.

**Types of Gadget's used:** Table 3 presents the types of gadget's used by the respondents.

**Table 3**

<i>Types of Gadget's Used</i>		n = 50	
<b>Types of Gadget's Used</b>	<b>f</b>	<b>%</b>	
Smartphone	50	100	
Laptop	0	0	
PC	0	0	
<b>TOTAL</b>	<b>50</b>	<b>0</b>	

*Source.* Data analysis result of the research

Table 3 indicates that of the 50 Grade 10 students, 50 or 100 percent of the respondents use Smartphones as their way to access Facebook, and Laptops and PC got zero (0) percent.

This implies that the smartphone is the most convenient way for them to use in accessing Facebook, and which is handy and more affordable compared to Laptops and PC. Active users of Facebook access through any kind of mobile phone worldwide (Dixon, 2022). Through mobile phones, students can easily browse not just only Facebook but as well as other sites wherein they can independently learn in just one click.

**Table 4**

*Internet Connection*

n = 50

<b>Internet Connection</b>	<b>f</b>	<b>%</b>
Mobile Data	18	36
Wifi-Hotspot	30	60
Wifi-Hotspot	2	4
<b>TOTAL</b>	<b>50</b>	<b>100</b>

Source. Data analysis result of the research

Table 4 indicates that of the 50 Grade 10 students, 30 or 60 percent of the respondents' access Facebook through Wifi-Hotspot, 18 or 36 percent access Facebook by mobile data and 2 or 4 percent access Facebook through broadband.

This entails that Wifi-Hotspot is considered as their way to connect to the Internet. Many users install their own Wifi at home and work because it is importantly cheaper than network build-out and updates, and it can also accommodate traffic growth only at a lower cost (Lee et al., 2013). However, people living in rural areas use Internet through mobile networks which still shows low user density and leads them to choose mobile networks as the second preference in terms of Internet connection (Khalil et al., 2017).

**Table 5**

*Period of Using Facebook*

n = 50

<b>Hours in a Day using FB</b>	<b>f</b>	<b>%</b>
1 hour	11	22
2 hours	16	32
3 hours	9	18
4 hours up	14	28
<b>TOTAL</b>	<b>50</b>	<b>100</b>

Source. Data analysis result of the research

Table 5 shows that of the 50 Grade 10 students, 16 or 32 percent use FB for two (2) hours in a day, 14 or 28 percent access FB for four (4) hours or more in a day, 11 or 22 percent used FB for one (1) hour in a day and 9 or 18 percent for three (3) hours in a day.

This implies that most of the respondents access Facebook for 02 hours a day and almost equal to 04 hours which can affect their English learning in a positive way, but the drawback of

this is that it can affect their mental health due to the exposure on a negative used of Facebook, particularly in internalizing problems, negative comments, and posts. Consequently, setting limits on daily Facebook use, and redesigning Facebook through increasing media literacy are effective ways of reducing mental health problems and improving their learning process and communication (Riehm et al., 2019).

**Table 6***Motive of Using FB*

n = 50

<b>Motive of using Facebook</b>	<b>f</b>	<b>%</b>
Social Interaction	2	4
Passing Time and companionship	6	12
Amusements and diversions	1	2
Communication	41	82
<b>TOTAL</b>	<b>50</b>	<b>100</b>

*Source.* Data analysis result of the research

Table 6 reveals that of the 50 students, 41 or 82 percent of the respondents use Facebook as their way to communicate; 6 or 12 percent use FB as a passing time and companionship; 2 or 4 percent use FB for social interaction; and 1 or 2 percent uses FB for amusements and diversions.

It implies that the majority of the respondents' motive is using Facebook as a social platform to communicate with their teachers, family members, classmates, and friends. Teachers who always keep on communicating with the students through Facebook can improve the teacher-student relationship and have a positive impact on building rapport even in a group chat (Asterhan & Rosenberg, 2015).

**Table 7***Nature of Using Facebook*

n = 50

<b>Nature of using Facebook</b>	<b>f</b>	<b>%</b>
Play Video Games	2	4
Poke Friends for Fun	0	0
Update Status	6	12
Upload Photograph	1	2
Take a Survey or Quiz on Friends	0	0
Posting an opinion/s a thought/a statement	2	4
Comments on friend's FB	0	0
Conversation with Friends	18	36
Studying Various Materials in English	21	42
<b>TOTAL</b>	<b>50</b>	<b>100</b>

*Source.* Data analysis result of the research

Table 7 reveals that of the 50 students: 21 or 42 percent of the respondents use Facebook for studying various materials in English; 18 or 36 percent use FB for conversation with friends; 6 or 12 percent use FB to update their status; 2 or 4 percent uses Fb for posting an opinion, thought statement and play video games; zero (0) percent of the respondents uses FB for poking friends for fun, taking survey or quiz on friends and commenting on friend's FB.

It implies that respondents value the positive impact of FB, such as studying notes, watching various videos, following certain formats in writing, and activities for the enhancement of their writing skills. It can continue the discussion by transferring the classroom discussion to a Facebook group chat. For instance, some students have concerns after class has adjourned, so it's an avenue for them to ask for notes or additional questions to stimulate their interest in learning with the integration of technology (Solidjonov, 2020).

#### 4.2. Scoring performance of the students

This portion shows the scoring performance of the students in the third quarter competencies after using Facebook.

**Composing an informative essay:** Table 8 presents a performance of the respondents in composing an informative essay.

**Table 8**

*Performance of the Students in Composing an Informative Essay*

n = 50

Grade	Category	f	%
90 - 100	Outstanding	14	28
85 - 89	Very Satisfactory	17	34
Grade	Category	f	%
80 - 84	Satisfactory	11	22
75 - 79	Fairly Satisfactory	7	14
0 - 74	Did not Meet Expectation	1	2

*Source.* Data analysis result of the research

Table 8 reveals that of the 50 students, 14 or 28 percent of the respondents rated as **OUTSTANDING** in their performance in composing an informative essay; 17 or 34 percent rated as **VERY SATISFACTORY**; 11 or 22 percent got **SATISFACTORY**; 7 or 14 percent got **FAIRLY SATISFACTORY** and 1 or 2 percent **DID NOT MEET EXPECTATION**.

This means that the performance of the students in composing an informative essay exceeds the expectation. Through the activities sent in Facebook Messenger, students learn how to write an essay, especially the structure and the correct format. Based on the previous study, it showed that most respondents learn new vocabulary from the comments of others in the group and it reduces their spelling errors by using the spell-check feature in Facebook. Furthermore, using Facebook can help peers get a better idea of writing essays and be more motivated to finish them because of participating in the FB group discussions (Yunus & Salehi, 2012).

**Composing a persuasive essay:** Table 8 presents a performance of the respondents in composing an informative essay.

**Table 9***Performance of the Students in Composing a Persuasive Essay*

n = 50

Grade	Category	f	%
90 - 100	Outstanding	33	66
85 - 89	Very Satisfactory	12	24
80 - 84	Satisfactory	2	4
75 - 79	Fairly Satisfactory	3	6
0 - 74	Did not Meet Expectations	0	0

Source. Data analysis result of the research

Table 9 reveals that of the 50 students, 33 or 66 percent of the respondents rated as **OUTSTANDING** in their performance in composing a persuasive essay; 12 or 24 percent rated as **VERY SATISFACTORY**; 2 or 4 percent got **SATISFACTORY**; 3 or 6 percent got **FAIRLY SATISFACTORY** and nobody got the rating of **DID NOT MEET EXPECTATION**.

It shows that the performance of the students in composing a persuasive essay is exceptionally exceeded the expectation. It implies that the use of Facebook in collaborative writing increased students' writing skills. A more relevant learning environment may be built with Facebook, and the comment feature makes the learning process easier and more enjoyable. Facebook also allows students to converse with their friends, provide criticism, and remark on their writing activities that are either synchronous or asynchronous (Shukor & Noordin, 2014).

**Composing an argumentative essay:** Table 10 presents a performance of the respondents in composing an informative essay.

**Table 10***Performance of the Students in Composing an Argumentative Essay*

n = 50

Grade	Category	f	%
90 - 100	Outstanding	29	58
Grade	Category	f	%
85 - 89	Very Satisfactory	10	20
80 - 84	Satisfactory	6	12
75 - 79	Fairly Satisfactory	2	4
0 - 74	Did not Meet Expectations	3	6

Source. Data analysis result of the research

Table 10 reveals that of the 50 students, 29 or 58 percent of the respondents rated as **OUTSTANDING** in their performance in composing an argumentative essay; 10 or 20 percent rated as **VERY SATISFACTORY**; 6 or 12 percent got **SATISFACTORY**; 2 or 4 percent got **FAIRLY SATISFACTORY** and 3 or 6 percent got the rating of **DID NOT MEET EXPECTATION**.

It shows that the performance of the students in composing an argumentative essay is exceptionally exceeded the expectation. It implies that Facebook is being used by the students in

writing argumentative essays using the activities, format, videos, and notes that help them improve their writing skills. It also needed for them to have peer learning and feedback online using Facebook to support them in writing high-quality argumentative essays (Latifi & Noroozi, 2021).

**Overall performance of the students in composing essays:** Table 11 presents the overall performance of the respondents in composing an informative essay, persuasive essay, and argumentative essay.

**Table 11**

*Overall Performance of the Students in Composing Essays*

n = 50

Grade	Category	f	%
90 - 100	Outstanding	76	50.66
85 - 89	Very Satisfactory	39	26
80 - 84	Satisfactory	19	12.66
75 - 79	Fairly Satisfactory	12	8
0 - 74	Did not Meet Expectation	4	2.66

*Source.* Data analysis result of the research

Based on the data tabulated, it revealed that 76 or 50.66 percent of the overall performance of the respondents rated as **OUTSTANDING**, which means that their informative, persuasive, and argumentative competencies exceptionally exceeded expectations. The table furthermore revealed that 39 or 26 percent of the overall performance of the respondents got a **VERY SATISFACTORY** rating, which implies that their informative, persuasive, and argumentative competencies exceeded expectations. With the rating of **SATISFACTORY**, the respondents' performance was 12.66 percent; **FAIRLY SATISFACTORY** was 8 percent, and **DID NOT MEET EXPECTATION** was 2.66 percent. As reflected in Table 14, the performance of the respondents in terms of the three competencies is considered as an **OUTSTANDING**. This means that the help of Facebook as a supplementary tool somehow affects their performance in a positive one. Teachers must create ways to reach out to learners and help them understand the lesson. They must assess students' learning requirements, intervene appropriately, and use accessible local resources, including Facebook as one of the educational, social media platforms (Labrado et al., 2020).

### **4.3. Facebook's effects on social learning**

This portion shows the perceived level of use of effectiveness of the use of Facebook in the following social learning domains. Social learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction. It includes behavior factors, personal factors, and environmental factors.

#### **4.3.1. Behavior factor**

This section unfolded Facebook's effects on social learning among students in terms of behavior factor.

**Table 12***Behavior Factor*

n = 50

<b>Behavior Factor</b>	<b><math>\bar{x}</math></b>	<b>Interpretation</b>
1. Facebook helps me to know how to write an informative essay	3.86	Very effective
2. Facebook enables me to know how to write a persuasive essay	3.88	Very effective
3. Facebook enables me to know how to write an argumentative essay	3.72	Very effective
4. Facebook enables me to know the technique of writing essays	3.66	Very effective
5. Facebook helps me to understand through watching videos and reading notes	4.20	Extremely effective
<b>Average Weighted Mean</b>	<b>3.86</b>	<b>Very effective</b>

Source. Data analysis result of the research

Based on the data tabulated, it revealed that out of five (5) Facebook effects towards social learning in terms of Behavior Factor; only one (1) item was rated **Extremely effective** by the student respondents. This includes “Facebook helps me to understand through watching videos and reading notes like video tutorials on how to make an informative, persuasive and argumentative essay or reading notes on the techniques and features” with a weighted mean of **4.20**. The table furthermore revealed that four (4) items were rated by the respondents as **Very effective**. These include “Facebook helps me to know how to write an informative essay” with a weighted mean of **3.86**; “Facebook enables me to know how to write a persuasive essay” with a weighted mean of **3.88**; “Facebook enables me to know how to write an argumentative essay” with a weighted mean of **3.72**; “Facebook enables me to know the technique in writing essays” with a weighted mean of **3.66**.

As reflected in Table 12, the effects of Facebook on Behavior Factor of the students has an average weighted mean of **3.86**, which is rated **Very effective**. To evaluate the student’s academic performance, motivation is always manifest in their behavior, so it is required to know the collaboration and communication in the application of Facebook (Alalwan et al., 2019).

#### 4.3.2. Personal factor

This section unfolded the Facebook’s effects on social learning among students in terms of personal factor.

**Table 13***Personal Factor*

n = 50

<b>Personal Factor</b>	<b><math>\bar{x}</math></b>	<b>Interpretation</b>
1. Facebook time consumption is controllable	3.82	Very effective
2. Using Facebook motivates me to study different types of essay	3.72	Very effective
3. The use of Facebook helps me improve my writing skills in English through competencies is recommendable	3.82	Very effective
4. When someone reacts to my message, it gives me a good feeling	4.08	Very effective
5. Before I post something, I think many times	4.30	Extremely effective
<b>Average Weighted Mean</b>	<b>3.95</b>	<b>Very effective</b>

Source. Data analysis result of the research

Based on the data tabulated, it revealed that out of five (5) Facebook effects on social learning in terms of personal factor; only one (1) item was rated **Extremely effective** by the student respondents. This was “before I post something, I think many times,” like weighing out thoughts, opinions, activities, and documentation prior to posting in social media accounts with a weighted mean of **4.30**. The table furthermore revealed that four (4) items were rated by the respondents as **Very effective**. These include “When someone reacts to my message, it gives me a good feeling” such as having a sense of contentment and feeling happy when someone likes, follows, or write comments to posts with a weighted mean of **4.08**; “The use of Facebook helps me improve my writing skills in English through competencies is recommendable” such as using this avenue is acceptable and likely to commend for it helps in learning English more with a weighted mean of **3.82**; “Facebook time consumption is controllable” such as in the manner that one knows when to continue and when to stop using Facebook with a weighted mean of **3.82** and “Using Facebook motivates me to study different types of an essay” essentially having the cravings to study when using Facebook with a weighted mean of **3.72**.

As reflected in Table 13, the effects of Facebook on the personal aspect of the students has an average weighted mean of **3.95** which is rated **Very effective**.

In Social Learning theory, individuals are both active and passive in the developmental process. Individuals actively process the information they receive but are, in part, passive subjects to what is being modeled and observed. “People are self-organizing, proactive, self-reflective, and self-regulating”.

#### 4.3.3. Environmental factor

This section unfolded Facebook’s effects on social learning among students in terms of the learning environment.

**Table 14**

*Environmental Factor*

n = 50

<b>Environmental Factor</b>	$\bar{x}$	<b>Interpretation</b>
1. Using Facebook does not distract me in learning	3.38	Moderately effective
2. Using Facebook becomes an extended classroom	3.62	Very effective
3. The use of Facebook is recommendable to my friends	3.90	Very effective
4. Facebook enables me to create and answer announcement, polls, quizzes or surveys	4.14	Very effective
5. Using Facebook aids me in communicating with my teachers or classmates	4.36	Extremely effective
<b>Average Weighted Mean</b>	<b>3.88</b>	<b>Very effective</b>

Source. Data analysis result of the research

Based on the data tabulated, it revealed that out of five (5) Facebook effects towards social learning in terms of learning environment; only one (1) item was rated **Extremely effective** by the student respondents. This was “using Facebook aids me in communicating with my teachers or classmates” functioning as a bridge, making communication an easier process with a weighted mean of **4.36**. The table furthermore revealed that three (3) items were rated by the respondents as **Very effective**. These include “Facebook enables me to create and answer announcements, polls, quizzes or surveys” like crowdsourcing and asking social network contacts to answer polls and assessments with a weighted mean of **4.14**; “the use of Facebook is recommendable to my friends” like encouraging and convincing friends to have a social

networking account and use it as an avenue to learning and growing with a weighted mean of **3.90** and “Using Facebook becomes an extended classroom” with a weighted mean of **3.62**.

As reflected in Table 14, the effects of Facebook on the learning environment of the students have an average weighted mean of **3.88**, which is rated as **Very effective**. Social learning theorists believe students can be shaped by their environment but only within the boundaries of biological or genetic constraints. In other words, nature sets the parameters and the environment fills in the rest.

#### 4.4. Perception of Facebook based from social learning theory domains

To determine the perception of Facebook, it was based on the scores and the responses to each item in the questionnaire, were tallied. The result is shown in the table below.

**Table 15**

*Summary Table on Level of Perception*

n = 50

<b>Environmental Factors</b>	$\bar{x}$	<b>Interpretation</b>
Behavior	3.86	Very effective
Personal	3.95	Very effective
Environmental	3.88	Very effective
<b>Factor Weighted Mean</b>	<b>3.90</b>	<b>Very effective</b>

*Source.* Data analysis result of the research

Based on the summary of the data tabulated, it revealed that in terms of the three (3) Social Learning Theory Domains, which are the behavior, personal, and environment factors, the level of perception of Facebook got a Factor Average Mean of 3.90 as **Very effective**. This means that respondents became aware and processed stimuli around them, especially in using Facebook as a social media wherein they can learn a lot as a supplementary tool in achieving the learning competency in English.

**Table 16**

*Pearson Correlation Coefficient Test of the Relationship Between the Scoring Performance of The Respondents and their Perception on Facebook*

<b>Behavior</b>	<b>Personal</b>	<b>Environmental</b>	<b>Overall level of</b>	<b>Informative</b>	<b>Persuasive</b>	<b>Argumentative</b>	<b>Overall</b>	
	<b>Factor</b>	<b>Factor</b>	<b>Factor</b>	<b>Perception</b>	<b>Essay</b>	<b>Essay</b>	<b>Essay</b>	<b>Performance</b>
Behavior Factor	1							
Personal Factor	.406**	1						
Environmental Factor	.428**	.571**	1					
Overall level Of Perception	.755**	.791**	.859**	1				
Informative essay	-.141	-.256	-.137	-.213	1			
Persuasive Essay	.316*	.266	.228	.332*	-.330*	1		
Argumentative Essay	-.068	-.117	-.016	-.076	.128	-.035	1	
Overall Performance	.002	-.133	-.002	-.047	.635*	.204	.716**	1

\*\* . Correlation is significant at the 0.01 level (2-tailed)

\* . Correlation is significant at the 0.05 level (2-tailed)

*Source.* Data analysis result of the research

Table 16 shows the result of zero-ordered correlation via Pearson  $r$  coefficient, with the aim of testing whether the students' performance significantly correlates with their perception of Facebook on the above-mentioned SLT domains. The overall relationship between the two variables is not significant,  $r = -.047$ ,  $p > 0.05$ . However, based on pairwise correlation, the indicator of student's performance as to persuasive essay ( $r = .332$ ,  $p < 0.05$ ) posed a significant relationship with the overall level of perception.

When the two indicators of the student's performance as to informative essay ( $r = -.213$ ,  $p > 0.05$ ) and argumentative essay ( $r = -.076$ ,  $p > 0.05$ ) posed insignificant relationships with their level of perception of Facebook. Also, all indicators of the perception of Facebook as to behavior factor ( $r = .002$ ,  $p > 0.05$ ), personal factor ( $r = -.133$ ,  $p > 0.05$ ), and environmental factor ( $r = -.002$ ,  $p > 0.05$ ) were found not significantly correlates with the student's performance. Hence, the researcher failed to reject the null hypothesis of no significant relationship in the not significant relationship between the indicators of the student's performance as informative and argumentative essay and the factors of the perception of Facebook as well as the overall mean of students' performance, but we reject the null hypothesis for the rest of the indicator, specifically the students' performance as to persuasive essay.

The result reveals that the student's level of perception of Facebook on different factors does not affect their performance academically particularly their performance in writing essays. Similarly, the related study by Negussie and Ketema (2014) states that higher education institutions are extremely concerned that students' academic performance may suffer as a result of their increased attention to social networking sites such as Facebook. However, the findings showed that there is no meaningful relationship between student's perception of Facebook and student GPA.

## 5. Discussion

The findings of this study reveal several interesting insights into the relationship between social media, particularly Facebook, and English language learning among students.

**Demographics and Social Media Usage:** The study noted that most respondents were female and actively used Facebook to learn English. While this study didn't provide a direct comparison with previous studies, it aligns with a general trend where females tend to be more active on social media platforms.

**Impact of Location on Online Learning:** This study found that students' locations influence their willingness to participate in online learning. This finding resonates with previous research that highlights the importance of Internet access and infrastructure in shaping online education participation (Wildana et al., 2020).

**Access to English Resources:** The study showed that students primarily use Facebook to access English resources and tools for learning. This aligns with previous studies that have highlighted the role of social media as a valuable resource for language learning due to its vast content and interactive features as emphasized by Bull and Ma (2001).

**Smartphone Usage:** The preference for accessing Facebook via smartphones, especially when connected to Wi-fi, is consistent with the global trend of mobile Internet usage. This finding underlines the importance of mobile-friendly educational content and platforms.

**Time Spent on Facebook:** Spending about 4 hours each day on Facebook is significant and can have both positive and negative implications. While it allows for accessing English

resources, excessive social media use, as noted, can also negatively impact mental health. This finding is in line with prior research on the effects of excessive social media usage (Aldheleai, 2010).

**Communication and Learning Benefits:** The study found that students primarily use Facebook for communication with teachers, classmates, and friends. They also value the platform for note-taking, watching videos, and improving their writing skills. These findings align with previous research indicating that social media can serve as a versatile educational tool (Ellefsen, 2015).

**Performance in English:** The majority of respondents performed outstandingly in English, despite their heavy Facebook usage. This contradicts the assumption that excessive use of social media negatively impacts academic performance. However, it's important to consider other variables that might contribute to this performance.

**Positive Effects on Social Learning Theory:** The study found that Facebook had highly positive effects on various domains of the social learning theory, including student behavior, personality, and surroundings. This suggests that students perceive Facebook as a valuable learning tool, which is consistent with prior studies emphasizing the social and collaborative aspects of learning through social media.

**Responsible Usage:** The finding that students gave careful thought to their social media posts indicates responsible and mindful usage. This aligns with the idea that social media can be a productive educational tool when used consciously.

**Performance and Social Learning Areas:** The study found no significant relationship between students' performance and their impressions of the social learning areas. This suggests that while Facebook may have positive effects on social learning, it doesn't necessarily correlate directly with academic performance.

In conclusion, this study contributes to the growing body of research on the role of social media, particularly Facebook, in education. It underscores the importance of responsible and purposeful usage of social media for learning. However, it's essential to consider the potential drawbacks, such as excessive use and negative mental health impacts. Future studies should continue to explore the complex relationship between social media and education to provide more nuanced insights.

## **6. Conclusions and recommendations**

Based on the indicated findings, the following conclusions were drawn:

The findings revealed that the performance of the learners in using Facebook through the use of enhancement activities has a higher achievement rate. It simply emphasizes that, despite using Facebook, the respondent's performance obviously exceeded expectations. In addition, the result of the relationship between the profile of the respondents and their performance showed significant involvement. The profile of the respondents affects their performance, especially the location and capability to access the Internet. The result shows that there is no significant relationship between student performance, notably in essay writing, and their perception of the social learning domains. Future researchers may design and implement interventions that leverage Facebook for specific learning objectives and assess their effectiveness. This can provide practical insights for educators. Students, on the other hand, thought Facebook was an extremely beneficial tool for social learning, showing that they valued using English-language

sources and tools. Educators should emphasize the benefits of using Facebook as a supplementary tool for English learning. Highlight how students can access English-language sources such as notes, videos, and activities through the platform. Encourage students to use Facebook as a resource to improve their language skills. The study on utilizing Facebook as a supplementary tool for grade 10 English learning competency is vital for improving the quality of education, adapting to the digital era, and addressing the unique needs and preferences of today's students. It provides insights into effective strategies for integrating technology into the classroom while promoting positive learning outcomes. The researcher would like to thank the parents and children for participating in this study. Furthermore, the researchers declare no conflict of interest.

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