A COMPARATIVE-CORRELATIONAL STUDY OF GRADE 10 STUDENTS' PERCEPTIONS OF FACEBOOK USAGE, ACTIVITIES ON FACEBOOK AND ENGLISH LEARNING ACHIEVEMENT ACCORDING TO THEIR ACADEMIC PROGRAMS AT MUANGNAKHONSITHAMMARAT SCHOOL IN NAKHON SI THAMMARAT, THAILAND

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Abstract: Facebook is the popular social media which has various features to support interaction such as sharing contents. The implementation of interactive learning which encourages exchanging information to raise the level of knowledge, and the development of learning environment by the interaction is the core focus of various schools. This research designed to study on students' perceptions of Facebook usage and activities for English learning achievement by Grade 10 students in three programs at Muang-Nakhon-Si-Thammarat School in Nakhon Si Thammarat, Thailand. The quantitative research method using the questionnaire survey was performed on a sample of 115 respondents as Grade 10 students from three study programs at Muang-Nakhon-Si-Thammarat School in Nakhon Si Thammarat, Thailand. The further tests on the relationship between Facebook usage of students and English learning achievement was also executed. The results revealed a significant difference between students' perceptions of Facebook usage for learning English by Grade 10 students among three programs. Meanwhile, no significant relationship between Facebook usage of students and English learning achievement was found.

Introduction
Facebook is popular social media tools that communicate in the form of networking in the form of social communication anytime and anywhere. These are useful for creating a learning network for teaching and learning in the form

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of presentations, exchange of experiences, knowledge and ideas between learners and teachers and with the students themselves. This is a combination of classroom activities and online social activities, which will help attract students' attention and affect their learning effectiveness. It is the ability to develop and upgrade the learning in 21st century learning (Thipparat, 2015).

The status of current English as the international language that focus on several aspects e.g., economic, political, international transportation, education, information technology. Thailand and the role of the English language focus clearly on ASEAN to impose English as the main of communication among the countries of Southeast Asia. And one thing that influence the development of learners in parallel with teaching on globalization is integrating ICT in English classes (Bellanca & Brandt, 2010).

Pearson (2011) reported a survey of 2,000 social media educators using "Edudemic" (edudemic.com) blogs. It found that 57% of teachers used Facebook in their personal and 30% of teachers used Facebook in their profession.

However, no previous researcher has been conducted regarding a comparative study of Facebook usage for English learning of high school students in the south of Thailand. With this reason, this research is aimed to investigate a comparative-correlational study of Facebook usage and English learning Achievement by Grade 10 students in three programs at Muang-Nakhon-Si-Thammarat School in Nakhon Si Thammarat, Thailand.

Research Objectives
1. To determine students' perceptions of Facebook usage for learning English by Grade 10 students in three programs at Muang-Nakhon-Si-Thammarat School in Nakhon Si Thammarat, Thailand.
2. To determine students' perceptions of activities on Facebook by Grade 10 students in three programs at Muang-Nakhon-Si-Thammarat School in Nakhon Si Thammarat, Thailand.
3. To determine the levels of students' English learning achievement in three programs at Muang-Nakhon-Si-Thammarat School in Nakhon Si Thammarat, Thailand
4. To determine if there is a significant difference between Grade 10 students' perceptions of Facebook usage for learning English among three programs at Muang-Nakhon-Si-Thammarat School in Nakhon Si Thammarat, Thailand.

5. To determine if there is a significant difference between Grade 10 students' perceptions of activities on Facebook among three programs at Muang-Muang-Nakhon-Si-Thammarat School in Nakhon Si Thammarat, Thailand.
6. To determine if there is a significant relationship between Facebook usage and English learning achievement by Grade 10 students in three programs at Muang-Nakhon-Si-Thammarat School in Nakhon Si Thammarat, Thailand.

Literature Review
Social Learning Theory (Bandura, 1977)
Albert Bandura developed social learning theory in 1977. The method was believed to be the most influential explanation of the learning process of people and humans in a social context. Learning, according to Bandura, can be done through three main concepts: learning, imitation, and modeling.

The significance of this theory is that it proves that learning can occur without a change in behavior. Bandura has linked behavior psychology to cognitive psychology. His explanation that learning can happen through observation. As mentioned by Edin yang (2016), Bandura's theory has been used in the education and learning process by using strategies like role play, observation to maximize the learning process. Therefore, this does not always result in the change in behavior of the observers. Bandura also shows us the importance of the environment and its effect on behavioral changes. This refers to the relationship between social characteristics and the environment.

Social Development Theory (Vygotsky, 1962)
Lev Vygotsky proposed the next person on social development theory in 1962. His three main approaches are social interaction, the more knowledgeable other, and the zone of proximal development. Vygotsky's main idea is that social interaction has the most influence on the child's development. To clarify, two events happen during the child's life. One occurs on the social level and another on the individual level (Vygotsky, 1978). The next idea is called MKO or the More Knowledgeable Other. People who are considered as MKO are those who have more knowledge and information than the learners. The significance of his theories is that the developmental process is dependent on social interaction and social learning. All these activities create cognitive development throughout the lifespan. This statement was the emergence of a new idea of learning development. Before Vygotsky, most theorists believe that all thinking and learning only occur in our brains (Kirch, 2014). Therefore, to achieve a higher level of learning, one has an equal chance of becoming better if they put in the right environment with practical guidance. Following this, the ideas also appear as challenging the traditional education system.

According to his theory of development, Vygotsky would not support the standardized exams as they cannot be used to measure the intelligence and progress of the children. This is because children develop at different rates which require various assessments.

Conceptual Framework

111In this study is trying to determine perception of Facebook usage, activities on Facebook and English learning achievement at Muang-Nakhon-Si-Thammarat School in Nakhon Si Thammarat, Thailand.
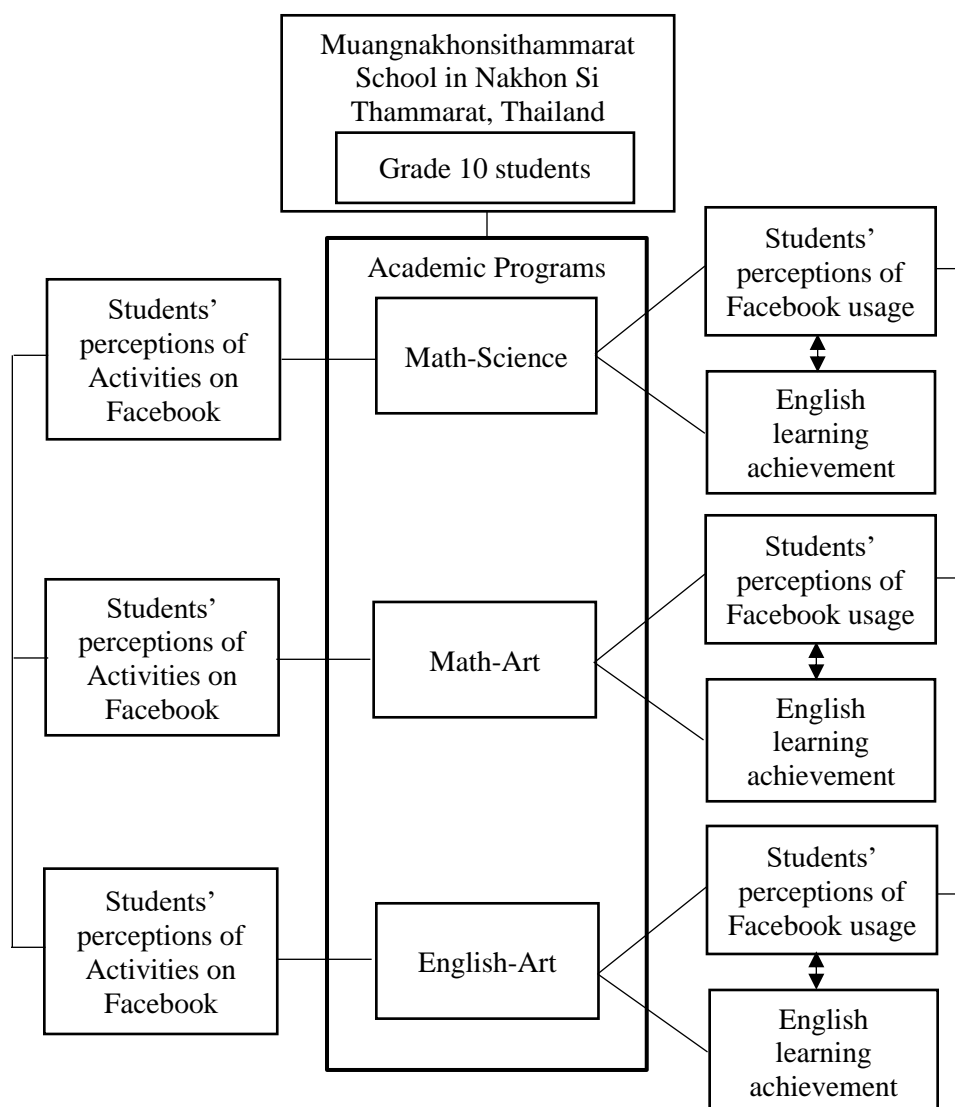
Figure 1. Conceptual framework.

Research Method

Population and Sample

The population of this study were 115 students in three programs (Math-Science, Math-Art, English-Art) of Grade 10 studying at Muang-Nakhon-Si-Thammarat School in Nakhon Si Thammarat, Thailand, academic year 2018. All of 115 students had completed questionnaires.

Instrument

Facebook Usage Questionnaire

The questionnaire used for this study was Gamble and Wilkins (2014) Facebook Usage Questionnaire including three parts. First, Personal Information to check gender, grade, Facebook account. Second, Perceptions of Facebook usage (10 items) to check how students use Facebook for learning. Third, Perceptions of activities on Facebook (10 items) to check how students use Facebook in online activities.

Validity and Reliability

Table 1 showed reliability estimates for Section 1 (Perceptions of Facebook usage, 10 items) and Section 2 (Perceptions of activities on Facebook, 10 items) for this study and Gamble and Wilkins (2014) Questionnaire.

Table 1. *Reliability Coefficient of the Instrument (Facebook Usage Questionnaire)*

	Cronbach's alpha	
Sub-scales	Gamble and Wilkins (2014)	This study
Perceptions of Facebook usage	.82	.93
Perceptions of activities on Facebook	.89	.92

Table 2 showed the interpretation from 1 (Strongly disagree) to 7 (Strongly agree).

Table 2. *Seven Likert Scale to be Used in This Study*

Likert scale	Scores	Scale	Interpretation
Strongly disagree	1	1.00-1.49	Very negative
Disagree	2	1.50-2.49	Negative
Slightly disagree	3	2.50-3.49	Slightly negative
Undecided	4	3.50-4.49	Neutral
Slightly agree	5	4.50-5.49	Slightly positive
Agree	6	5.50-6.49	Positive
Strongly agree	7	6.50-7.00	Very positive

English Final Examination

The English learning achievement collected from final examination of Semester 2, academic year 2018. The examination has 50 items with 4 choices to test 4 skills (listening, speaking, reading and writing) of students. The detail of interpretation, scale for English final examination and English learning achievement was shown in Table 3.

Table 3. E*nglish Final Examination Interpretation*

Score percentage scale	English learning achievement	Interpretation
80% - 100%	4.00	Excellent
75% - 79%	3.50	Very good
70% - 74%	3.00	Good
65% - 69%	2.50	Fairly good
60% - 64%	2.00	Fairly
55% - 59%	1.50	Poor
50% - 54%	1.00	Very poor
≤ 49%	0.00	Fail

Procedure
The researcher asked permission from the principal of Muang-Nakhon-Si-Thammarat School in July 2018. The researcher distributed the questionnaire to 115 students in May 2019. This research was carried out in January 2020.

Findings
Finding 1
Table 4. *The Mean Scores and Standard Deviations of Students' Perceptions of Facebook Usage in Three Programs*

Programs	M	SD	Interpretation
Math-science	5.42	1.28	Slightly positive
Math-Art	5.86	.65	Positive
English-Art	4.98	.91	Slightly positive
Overall	5.42	.95	Slightly positive

From Table 4, students in Math-Science program have slightly positive perception for Facebook usage with the mean score 5.42 ($SD = 1.28$), students in Math-Art program have positive perception for Facebook usage with the mean score 5.86 ($SD = .65$) and students in English-Art program have slightly positive perception for Facebook usage with the mean score 4.98 ($SD = .91$). For overall, Grade 10 students in Muang-Nakhon-Si-Thammarat School have slightly positive perception for Facebook usage with the mean score 5.42 ($SD = .95$).

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Finding 2
Table 5. *The Mean Scores and Standard Deviations of Students' Perceptions of Activities on Facebook Usage in Three Programs*

Programs	M	SD	Interpretation
Math-science	5.43	1.27	Slightly positive
Math-Art	6.04	.61	Positive
English-Art	5.07	.95	Slightly positive
Overall	5.51	.94	Positive

From Table 5, students in Math-Science program have slightly positive perception for activities on Facebook with the mean score 5.43 ($SD = 1.27$), students in Math-Art program have positive perception for activities on Facebook with the mean score 6.04 ($SD = .61$) and students in English-Art program have slightly positive perception for activities on Facebook with the mean score 5.07 ($SD = .95$). For overall, Grade 10 students in Muang-Nakhon-Si-Thammarat School have positive perception for Facebook usage with the mean score 5.51 ($SD = .94$).

Finding 3
Table 6. *The Level of Students' English Learning Achievement*

Programs	M	SD	Interpretation level
Math-Science	2.97	.64	Fairly good
Math-Art	2.97	.58	Fairly good
English-Art	2.08	.73	Fairly

From Table 6, students in Math-Science and Math-Art Program were fairly good in English. Students in English-Art program was fairly in English.

Finding 4
Table 7. *Comparison of the Mean Scores and Standard Deviations of Perceptions on Facebook Usage as Classified by the Academic Programs*

	Programs							
	Math-Science (n=80)		Math-Art (n=18)		English-Art (n=17)			
	M	SD	M	SD	M	SD	F	p-value
Perceptions of Facebook usage	54.15	1.46	58.83	4.44	49.82	4.77	4.268	.016*

Note. Statistical significance at .05 level.

From Table 7, found that the perceptions of Facebook usage were 54.15 ($SD = 1.46$) among the students in Math-Science program, 58.83 ($SD = 4.44$) among the students in Math-Art program, and 49.82 ($SD = 4.77$) among the

students in English-Art program. Comparing their average perceptions on Facebook usage using one-way ANOVA, it was found that the *p*-value was .016, which is less than .05, meaning that the mean perceptions towards Facebook usage of students from all three programs differed with statistical significance at the level of .05.

Finding 5

Table 8. *Comparison of the Mean Scores and Standard Deviations of Perceptions of Activities on Facebook as Classified by Academic Programs*

	Programs							
	Math-Science (n=80)		Math-Art (n=18)		English-Art (n=17)			
	M	*SD*	*M̄*	*SD*	*M*	*SD*	*F*	*p-value*
Perceptions of activities on Facebook	54.31	*.06*	*6.39*	4.69	*5.71*	*4.95*	*5.533*	.005*

Note. Statistical significance at .05 level.

From Table 8, for the perceptions of activities on Facebook, the mean scores were 54.31 (*SD* =1.06) among the Math-Science students, 6.39 (*SD* = 4.69) among the Math-Art students, and 5.71 (*SD* =4.95) among the English-Art students. These mean scores of perceptions of activities on Facebook were compared with One-way ANOVA and it was found that the *p*-value was .005, which is less than .05, meaning the perceptions of activities on Facebook of the students in three programs were different at the statistical significance level of .05.

Finding 6

Table 9. *Correlation Coefficients Between English Learning Achievement, Perceptions of Facebook Usage and Perceptions of Activities on Facebook*

	1	2	3
1. Perceptions of Facebook usage	-	-	-
2. Perceptions of Activities on Facebook	-	-	-
3. English Learning Achievement	-.004	-.002	-
	(.963*)	(.980*)	

Note. Data presented by mean difference (*p*-value). * Statistical significance at .05 level.

From Table 11, It was found that the relationship between their learning achievement and their perceptions on Facebook usage (*r* = -.004) had the *p*-value of .963, which is more than .05, meaning that English learning

achievement was not significantly correlated to the perceptions on Facebook usage statistically.

Discussion

The difference perceptions between students' perceptions of Facebook usage for learning English could be due to their various reasons for Facebook usages. The reasons, however, most are related to their Facebook usage. A group of students could get used to using Facebook to check for school-related updates and notices. Meanwhile, another group had never done this. Also, some other examples are the students in the Math-Art program might often keep in contact with other and their teacher outside of class. While the students in the English-Art program might less contact their friends and teacher outside the class through Facebook. Similarly, Facebook could be more used by the students in the Math-Art program to make posts, upload pictures and videos on Facebook, unlike the students in the English-Art program. This resulted in that the average score on the perception of Facebook usages among the students in the arts was significantly higher than the average of the students in the English-Art program.

The significant difference in the attitudes of activities on Facebook of the students in three programs could be supported by their association with activities on Facebook that could be diverse depending on their study program. A group of students from a study program might frequently be doing the activities set through Facebook. In contrast, students from another study program might rarely experience using Facebook to activate such activities. Some examples of this could be a discussion about different topics with classmates through Facebook. The students from the Math-Science students might be supposed to more engage in a group discussion on Facebook than the students from the English-Art program if we consider the average score of their perceptions of activities on Facebook. Also, the students from Mathematics Math-Art program might appear to get assigned by the teachers to post the post writing assignments like short stories or essays and/or to listen to audio files/lessons and take notes to prepare for next class the most compared to other two programs.

The finding suggested that English learning achievement by Grade (Learning Achievement) has nothing relevant to Facebook usage because, as a human being, students generally keep themselves socializing with others. Facebook, therefore, serves as a platform where students could use it to pursue their interactive social purposes. It has good potential, including features and functions that are supportive of the students' social interactive learning since they can, for instance, share ideas, make a discussion or even seek further

information through using it. This can also be viewed as related to the concept of needs. According to Maslow's theory of requirements, as human nature, people always look for things that could fulfill the needs of them, and thus when things are identified satisfactory, they significantly try to obtain them. Facebook has now turned the traditional thing for students because they could use it for various purposes, which reflects how it becomes the needs of them who feel satisfied to use if for contact with friends and teachers, post their photos and videos, and for other activities as well. The result also corresponds with the study by Whitney (2011), which expressed that students used Facebook, which could meet their motivational needs, including their privacy and self-disclosure settings and satisfaction.

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