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## The Potential Use of Facebook in Developing English Reading Comprehension for Secondary Level Students: A Case study of the State of Khartoum 2015 – 2016

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### ABSTRACT:

The study aims to identify the effect of using Social Network Sites (SNSs) in Developing English Reading Comprehension for Secondary Level Students. The researchers used the experimental method, pre-post-test design for (20) students from third class secondary school level. The data was analyzed using inferential statistics (T-test). The study concluded that using Social Network Sites (SNSs) in developing English reading comprehension is useful and recommended that educational institutes use Social Network Sites (SNSs) to develop reading comprehension.

**Keywords:** Social Network Sites (SNSs), Educational research, PhD student, Sudan.

### المستخلص:

هدفت الدراسة الي التعرف علي تاثير استخدام الشبكات الاجتماعية الدولية في تطوير مهارات القراءة والفهم في اللغة الانجليزية. استخدم الباحثون المنهج التجريبي بتصميم القياسين القبلي والبعدي لمجموعة واحدة. اختبرت عينة من (20) طالب من طلاب الصف الثالث بالمرحلة الثانوية , تم جمع البيانات عبر اختبار من اعداد الباحث وعولجت عبر احصاء وصفي استدلاي اشتمل علي المتوسطات الحسابية والانحرافات المعيارية واختبار (ت). اشارت النتائج الي وجود فروق داله بين درجات القياسين القبلي والبعدي لمصلحة القياس البعدي توصلت الدراسة لبعض النتائج من أهمها: ان استخدام شبكات التواصل الاجتماعي يحسن مستوي الفهم والقراءة لدي طلاب اللغة الانجليزية وبعض التوصيات: أن تستخدم المؤسسات التربوية شبكات التواصل الاجتماعي في تطوير اللغة الانجليزية.

**الكلمات المفتاحية:** شبكات التواصل الاجتماعي تطوير مهارات القراءة والفهم في اللغة الانجليزية, الاختبارات التجريبية.

### INTRODUCTION

People nowadays more than ever before, commence a new system of pedagogy with the emergence of a new multimedia and online communities, where by teaching and learning have shifted away from traditional modes that have long been in use into more technological approaches to maintain the efficiency of teaching and learning foreign language.

#### Statement of the problem

Recently, in the field of language teaching there is now a multi-media approach to learning that mediate between teaching and learning asserting itself. Pedagogically,

teachers and students could possibly interact online in a very productive manner not less effective than physical interaction. The use of Facebook to enhance effective learning among students in different aspects of their experience with EL (English Learning) has only begun to be studied. So the growth of Facebook's influence on how students experience teaching and learning via online contexts have not been inspected in enormous details in literature and certainly not to the extent to which usage of Facebook affects students' reading comprehension abilities and this is what the study is trying to explore. The impact of comprehension is very important on communicating messages, views and ideas and language mastery display when learners comprehend what they read, they develop confidence and sense of power over the language that none of other skills is likely to achieve.

The researcher has the skills of dealing with mobile, computer and access to websites. Through a Facebook account, the researcher observed that the students at secondary level who are in social contact could interact more freely. The idea of applying Facebook in an instructional context encouraged the researcher to carry out a study in this area.

### **Objectives of the study**

The study tries to realize the following objectives:

The main objectives of the study were to investigate the impact of Facebook on developing the reading comprehension skills of English language, and to achieve the following:

- To identify the advantage of social networks particularly Facebook in pedagogical contexts.
- To develop the learner's performance in reading comprehension through Facebook.

### **Hypotheses of the study**

The present work tries to investigate the potentiality of using Facebook as context for improving the performance of secondary students' reading skills in English language.

The study has the following as its hypotheses:

- It is assumed that applying Facebook in developing English reading comprehension is a potential and productive an online aid.
- Facebook is a seminal future aid in enhancing teaching and learning foreign language.
- Learners may be able to predict and infer meaning from texts written on Facebook.

### **MATERIALS AND METHODS**

Method of research: experimental method one group pre-post-test design.

Research method: the researcher utilized the descriptive statistical method in the first step and an inferential statistical method "T-test" to code and analysis data collected.

**Population:** secondary school students of Khartoum state.

**Sample:** a purposive sample sized (20) students was selected.

**Instrument:** an achievement test.

**Methodology of the study:** It provides a precise description of what has been done by the researcher in methodology. It particularly, presents the target subject, research methodology, and procedures for data collection. Then, it goes further to present validity and content of the test. The researcher has adopted Statistical Packages for Social Sciences (SPSS) to analyze data. The research's tool used for collecting data is pre-post-

test and focus group interview. It also illustrates the steps used in the study and concludes with a summary.

The study adopted the experimental method and the sample (the 20 subjects) was assigned as a "one group pre-test and post-test design" or "matched pair design"; using the focus group and test to gather data from a purposive sample of 20 secondary school students in the third class in the Al Galy Omer Secondary School for Boys .

This includes the samples who responded to test. A purposive sample of (20) secondary school students in the third class were chosen out of many secondary schools in the Khartoum State , Eastern Nile locality .

### **The pre and post-test**

Each test consist three questions. The researcher used simple and clear language in order to help students express themselves and provide the required data.

### **The Contents of the Two Tests**

The researcher designed three questions. Question one aimed at checking the students' comprehension ability. Question two was intended to check the students focus ability. As for question three, it aimed at testing students' ability to work out the meaning of items from the context or post.

### **Research Procedures**

The researcher followed the following steps: The researcher first has the experience of dealing with website and Facebook in particular.

Then the researcher has purposively created a Facebook group called "English Language Society Teacher Omer" <https://www.facebook.com/groups/380541415401838/>

The researcher made use of some Facebook applications in teaching reading comprehension such as post for writing the lessons and test; notifications to notify students for any kind of work, apology in case of delay, salutations, and finally events, to remind students to any coming work or activity. The researcher used the data collected from the students' participations to develop the instrument, which is the test and focus group. The test was handed to two experts to measure its validity, suitability and its appropriateness. The researcher had made the final draft of the test after collecting the test from the experts and measured its reliability.

**St. No.:** student number.

**Short answer:** type of question.

**Multiple-choice:** type of question.

**True False:** type of question.

**Score marks:** student's final score.

### **RESULTS**

The research dealt with the identification and investigation of the potential that Facebook as a social network might have enhancing the reading comprehension skills at Secondary level students. The main reason for choosing such a topic is the crucial need for such a new method of teaching and learning. English language nowadays is pervasive almost the fields of knowledge; consequently, teachers and students of English are in need of the modern and effective equipment and techniques necessary for teaching and learning English. Therefore, the researcher aimed at looking into this technology as a means of teaching and learning, hoping to suggest new and effective techniques of learning English.

The primary concern of this chapter is to analyze and discuss the results of the focus group and the test on reading comprehension that was given to the third class students of secondary school. The researcher employed the eclectic approach in terms of quantitative and qualitative method to analyze and interpret the data obtained by the test and the focus group.

Applying inferential statistics

Hypotheses testing for testing the hypotheses of the study, it can be stated as follows:

- The data in table (1) and table (2) has been treated statistically through inferential statistics (T-test) in order to reach a decision about the hypotheses testing.
- The significance level for the test was set at 0.05.

### Descriptive statistics

**Table (1): shows the subjects' results in the pre-test:**

St. No	Short answer	Multiple- choice	True False	Score marks
1	6	6	5	17
2	3	4	6	13
3	3	7	6	16
4	7	6	5	18
5	4	5	3	12
6	7	4	6	17
7	7	4	5	16
8	7	6	6	19
9	4	5	1	10
10	6	4	5	15
11	6	3	3	12
12	6	5	5	16
13	5	6	6	17
14	7	7	5	19
15	6	4	4	14
16	5	5	2	12
17	4	4	5	13
18	6	5	5	16
19	4	3	2	9
20	7	6	6	19
Total	110	99	91	300

### Experimental statistics

**Table (2): shows the subjects results in the post-test:**

St. No	Short answer	Multiple-choice	True False	Score marks
1	8	8	9	25
2	8	8	7	23
3	7	6	8	21
4	9	8	9	26
5	6	6	5	17
6	8	7	7	22
7	8	8	6	22
8	9	8	8	25
9	5	6	3	14
10	7	6	5	18
11	7	5	5	17
12	7	6	7	20

13	7	6	7	20
14	8	8	6	22
15	7	5	5	17
16	6	5	4	15
17	5	5	5	15
18	7	7	6	20
19	7	5	6	18
20	9	8	9	26
Total	145	131	127	403

### Statement of the hypotheses

**H<sub>0</sub>:**  $\mu_1 - \mu_2 = 0$  that is, teaching reading through Facebook produces no difference to achievement of the students between the means of scores in the two variables.

**H<sub>A</sub>:**  $\mu_1 - \mu_2 \neq 0$  that is, teaching reading through Facebook produces difference to achievement of the students between the means of scores in the two variables.

- From table (3), it could be inferred that there is a significance difference between the two means of pre- test and post-test at the significance level (0.05) and the P-value resulted from T-test. Calculation was  $0.000 < 0.05$ .

Therefore, the  $H_0$  : will be rejected savor of  $H_A$  : is proved to be productive and conducive to learning and teaching the language.

Below are the results of the independent sample t-test.

**Table (3): Independent Samples Test**

		T	df	Sig.(2tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
score	Equal variances Assumed	4.708	38	0.000	5.15000	1.09394	2.93543	7.36457

Levene's Test shows the Sig. is 0.000 (less than 0.05), then there is a significant difference between the Teaching reading Facebook approach and the traditional approach. The students who were taught through Facebook approach achieved higher scores than those who were taught by the traditional approach.

This means that there is a difference between the means of the scores in the two variables.

Therefore, the null hypothesis is rejected in favor of the alternative hypothesis.

**Table (4): Paired Samples Statistics**

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	posttest	70.2609	20	12.80347	2.66971
	pretest	62.3913	20	10.43046	2.17490

This table provides the descriptive statistics for both variables. The mean, the number of observations, the standard deviation, and the standard error mean. The post-test mean is higher: 70.2609vs 62.3913.

## DISCUSSION

Discussion of the results in relation to the hypotheses of the study:

Three hypotheses have been verified according to the analysis of the pre-test and post-test to the students.

**Hypothesis One:** It is assumed that applying Facebook in developing English reading comprehension is a potential and productive an online aid".

It is noticeable from the results of the pre-test and post-test that the students' scores are higher in the post-test in reading answering the questions than the pre-test that mean they are developed in their understanding. This indicates that the hypothesis is highly proved.

**Hypothesis Two:** Facebook is a seminal future aid in enhancing teaching and learning foreign language. The interaction between students and the researcher in the result of the post-test according to their scores that show Facebook may be used as an aid in teaching English as a foreign language.

**Hypothesis three:** Learners able to predict and infer meaning from texts written on Facebook. The students' score in the post-test, (403) the whole degree verify to great extent this hypothesis.

### CONCLUSION

Based on the data analysis, the following findings are revealed:

- Facebook has a profound impact on enhancing reading comprehension skills of English students.
- It enables students to reach a satisfactory level of proficiency in reading comprehension.
- It also provides effective ways for students whereby they enhance reading comprehension and other skills of English Language.
- Facebook helps students develop the ability of guessing and predicting meaning from the context.
- It can also enhance teacher-student interaction and learner-centered teaching and learning.
- Facebook fosters students towards risk-taking so that reading comprehension becomes easier and more challenging than ever before.
- It links students with the online network and keeps them in touch with the fresh and hot issues of teaching and learning.
- Facebook offers itself as a new pedagogical tool with flexibility that associates students from different occupations to share standardized instructional and pedagogical attitudes and perceptions.

### RECOMMENDATIONS

Based on the results of this study , the following recommendations may contribute to enhancing English Language teacher and students' performance in both the real and online context. These recommendations are as follows:

Teachers of English should exert utmost effort to make maximum use of technology and social network to promote their performance in teaching. Students of different domains should try to benefit from the enormous potentials that Facebook and other social networks may offer in different realms.

Teachers and students should be encouraged and trained to deal with the multimedia and web site, which in its turn have the direct effect on their teaching and learning progress and promotion.

Educational institutes should be supported with adequate multimedia and materials to contribute the enhancement of the academic attainment.

Facebook should be authorized as instructional tool because of its possibility to be used in education and the flexibility in the ease of use and control.

#### **Suggestion for further studies**

Further studies should be conducted in the area of Facebook, social network and websites in relation to education and teaching to make use of more facilities they offer.

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