THE USE OF GROUP FACEBOOK TO SUPPORT STUDENTS' SELF DIRECTED ONLINE LEARNING

Rina Pebriana, Zainal Arifin , Dewi Novita
English Education Programme Study, FKIP UNTAn, Pontianak
Email: 2rinarain@gmail.com

Abstract: The purpose of this study to know how Group Facebook support students' self directed learning especially through online way. Therefore, the proliferation of digital, social network sites and mobile technologies have created a culture which the youth as a student become the participant. It changes the way students' communicate, interact each other and also the way of learning. Case study methodology also allows researcher to emphasize the context, specializes in deep data and thick description. From this perspective, Group Facebook is very support for students' self directed learning especially in online environment or called Self Directed Online Learning. This is an analysis regarding the evidences particularly proved by the transcripts of students' interview to show the activities in Group Facebook. This article reports that Group Facebook as one feature of the most popular social network site help students' as a bridge of discussion, e-portfolio, discussion place, and a place to enhance the knowledge..

Key Words: Group Facebook, Self Directed Online Learning

Abstrak: Tujuan penelitian ini adalah untuk mengetahui bagaimana Group facebook membantu pembelajaran mandiri mahasiswa terutama melalui cara online. Oleh karena itu, pertunbuhan angka pada alat digital, situs jaringan sosial dan teknologi mobile telah menciptakan sebuah budaya dimana para kaum muda sebagai mahasiswa menjadi peserta. Hal ini mengubah cara mahasiswa berkomunikasi, berinteraksi satu sama lain dan juga cara belajar. Metode studi kasus juga memperbolehkan peneliti menekankan pada konteks terutama pada data yang mendalam dan penggambaran yang padat. Dari sudut pandang ini, Grup Facebook sangat membantu untuk pembelajaran mandiri mahasiswa terutama lingkungan online atau disebut Pembelajaran Mandiri Online. Ini adalah sebuah analisa mengenai bukti-bukti terutama yang dibuktikan dengan transkrip interview paa siswa untuk menunjukkan aktivitas-aktivitas di dalam Grup Facebook. Artikel ini melaporkan bahwa Grup Facebook sebagai salah satu fitur pada situs jaringan sosial paling terpopuler membantu para mahasiswa sebagai jembatan informasi, online portfolio, tempat diskusi dan sebagai sebuah tempat untuk meningkatkan pengetahuan.

Kata Kunci : Grup Facebook, Pembelajaran Mandiri Online

In this internet era, the proliferation of digital, social network sites and mobile technologies have created a culture which the youth as a student becomes the participant. Those are changing the way students communicate, interact each other, and also their way of learning. Facebook is one of the most popular social network sites that students spend time on their online communication including chatting with friends, sharing pictures, sharing videos or any kind of information. Based on the research conducted from Acharya, Patel and Jethava (2013, p. 529) among 126 Facebook users, 78 are students, 29 persons are teachers and 19 persons for others (the other profession except students and teachers). The frequency of accessing Facebook is also mentioned that 94 persons access this social network every day, 29 persons

access Facebook weekly, and 3 others only once or twice in a week. Furthermore, they also mentioned that most of all people get interested in using social network site Facebook especially students and teachers.

People can use Facebook as a communication media in several ways because Facebook has a lot of features such as Page, Group, Facebook Notes, Voice Calls or Video Calling. For the students and the teachers who are very much active on Facebook, using these features are favourable especially to communicate with the students. For example one of the feature: Group Facebook, it provides sharing of the text message or comment, sharing images or videos, ask question for vote, and also sharing file such as PDF, PPT, or Word document. This is a very good feature of Facebook to help students in doing a project for interactive communication. For instance, such as what the students in Semester Six of English Study Program of Tanjungpura University Academic Year 2013/2014 do in their Research English Language Teaching Class, they have a project to post their works in a blog. However, it is difficult to tell the member of the class that they have posted their work in a blog because there is no feature like notification in blog. So, after they posted in blog, they shared their work in Group Facebook. When they posted it in Group, the members of Group Facebook will get the notification. They just need to click the link and automatically enter the blog and read it.

In case to provide a comment, actually, they can do that in that blog, but the owner of blog cannot get the notifications directly after the others give a comment. That is why they choose to give a comment or a response through that Group Facebook. For teaching learning purposes, this feature is very effective as a media in supporting students' self directed online learning.

Self Directed Online Learning means the situation of learning process where students can learn more than what is taught in the classroom and find much more additional information in online environment by themselves. Din, Yahya and Haron (2012, p. 261) stated self directed learners are who are in charge of their own learning and they are self motivated as well as they are who are responsible towards their learning processes. In self directed online learning, the students have a big part in the learning itself. The students manage their time and study habits by themselves. The information or the source they got shared by the lecturer or the member of Group Facebook will be various and make them, the students, tend to learn enjoyably.

The situation above show how great Group Facebook in supporting students' self directed online learning. The group is used to support their learning process outside the class as a virtual class (online class). It helps the students and the lecturer doing their duty easily. All of group members can post or check each others' work anytime anywhere. For the students, they can give a comment or a response, sharing the information anytime and anywhere in the group. Furthermore, it can be an exercise for the students to appreciate and to acknowledge the source that have been quoted during giving a response in the group. This is one of the uniqueness of doing this research, it can help us to respect others or people who made the source and we can gain knowledge more than we got in the class. This is why Group Facebook happening now especially in education world, because Group Facebook nowadays have been used to support students' self directed online learning.

Self directed learning is a situation which students choose and design their activities to get their own goal in learning. In self directed learning, the students are not receiving passively in their study environment, they are demanded to be active with positive initiative as participant.

Knowles in Fang et al (2008, p. 418) mentioned that self directed learning is described as "a process in which individuals take the initiative, with or without the help of others," to diagnose their learning needs, formulate learning goals, identify resources for learning goals, select and implement learning strategies, and evaluate learning outcomes. People with self directed learning ability are motivated to solve the problems in learning to acquire the knowledge as Haggerty in Din et al (2012, p.261) stated in their journal that "self directed learning and academic achievement is positively related". Long mentioned in Chou (2012, p.172) stated that self directed learning is a strong factor for influencing student's learning outcomes in traditional learning settings or distances learning environments.

As self directed learners, the students also showing their characteristics. Garrison cited in Abdullah (2007: p.1) that they demonstrate a great awareness of their responsibility for making meaningful learning and monitoring the process, furthermore Lyman stated that they are so curious and like to try new things, and Taylor added that they view problems as challenges, desire change, and enjoy learning process, so the students tend to be motivated and persistent, independent, discipline, confident and goal-oriented (Abdullah, 2007, p. 1). Those characteristics would be a creative thing.

Self-directed online learning will let the students to be more effective learners and more social beings in online environment. Morrow mentioned in Abdullah (2007) stated self directed online learning can encourage students to develop their own rules. So, the students will have the ability to search for information to achieve goals and find information they need, and to represent their ideas. Fischer and Sugimoto (2006, p. 7) also stated that it is advantageous for motivation and the ability to acquire new knowledge that students be able to direct their own learning.

In an online learning context, Song and Hill (2007, p. 31) incorporated Self Directed Learning as a personal attribute and a learning process as pointed out by most scholars in the literature of SDL.
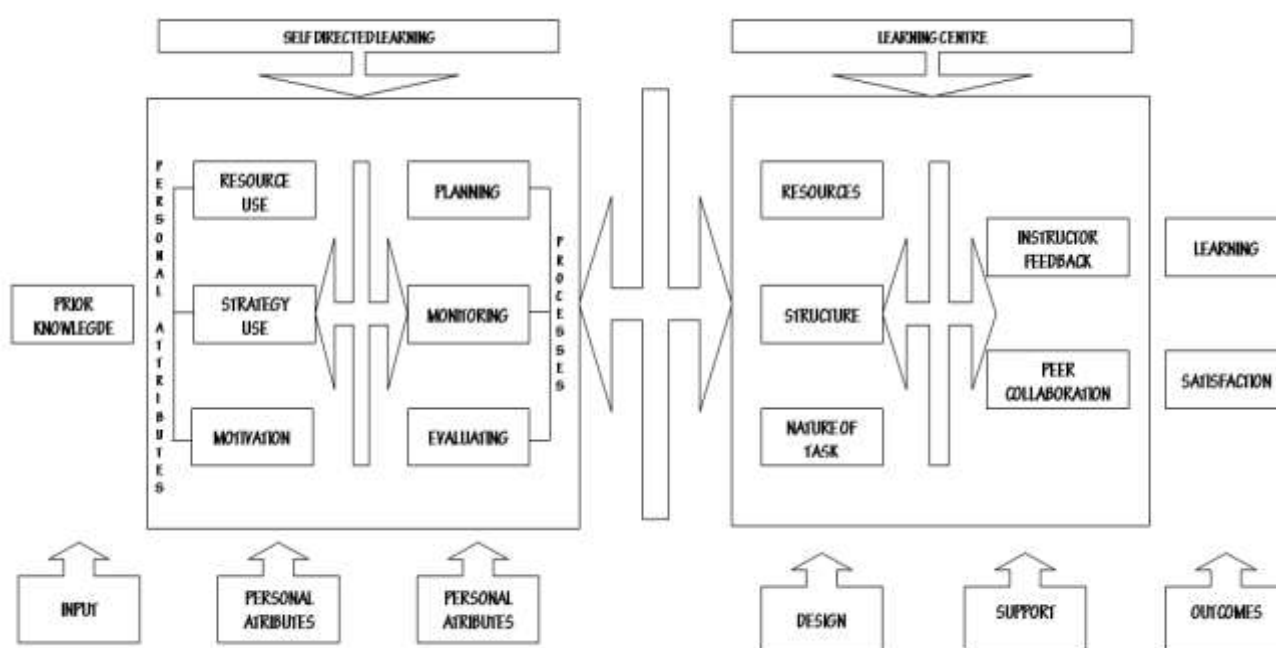

Figure 1 : Song and Hill's Conceptual for Understanding Self Directed Learning

The personal attributes are characteristics of learners bring to a specific learning context, with the prior knowledge and prior experience with the learning context. Garrison cited in Song and Hill (2007) stated that personal attributes refer to learners' motivations for and capability of taking responsibility for their learning. Personal attributes also include the sources that used and strong cognitive strategies.

For example, all of sources that have been used in making a comment for responding what the members post in Group Facebook., students need to put the experts' name. The personal attributes are one of characteristics self directed learners bring to a specific learning context, with the prior knowledge and experience with the learning context.

Processes in self directed learning, learning can be challenging, even for the brightest and most motivated students. For better understanding the processes involved in this study, there are three components of stages to independent learning – Planning, monitoring and evaluating. The students are being ready to learn. They are setting the learning goals. They are monitoring, observing, and engaging in the learning process and evaluating a learning. As Moore cited in Song and Hill (2007, p. 32) that the process of planning, monitoring, and evaluating a learning.

In online learning, process itself refers to learners' learning processes where students have the flexibility to choose the most convenient place to participate. They make some plans where time, place, and a schedule of activities that arranged for them by themselves. Then, they observe as monitor for their learning. In some researches have indication that online learners are more likely to monitor their comprehension. The last part of process is evaluating the learning, providing a feedback to the student for their learning and peer knowledge. These three processes will be explained in the part of Online Learning.

Context is a set of elements in the learning that has impact on a learner' Self Directed Learning is the support in the learning context. Song and Hill (2007, p. 32) stated that :

> *"context focuses on environmental factors and how those factors impact the level of self-direction provided to the learner. There are various factors in a learning context that can impact a learner's Self Directed Learning experience. There are design elements and support elements. Design elements include the resources, structure and nature of the tasks in the learning context."*

The nature of the tasks also influences the level of self-direction required from and placed on the learners. The support can come from the instructor's feedback or peer collaboration and communication such as in giving response or comment. These set of elements in the learning context have impact on self directed learners to support students in the learning context, including the nature of the tasks that is required on the learners' influence self-direction. It is important to understand Self Directed Learning from personal attribute and process perspectives because it provides information regarding how learners take control in the learning process. Moreover, the students need to take control of the planning, monitoring, and evaluating in learning processes and they rely on how they use the strategies, resources, and their ability to motivate themselves to involve in the learning process.

METODHOLOGY
Every research needs appropriate approach to conduct. The important step to be taken in this study is to define the research question. According to Yin (2003, p. 6),"how" questions are

more explanatory and likely to lead the use of case study as the preferred research strategies. According to Gerring (2007, p. 17), case study might mean the research investigates the properties of a single observation or a single phenomenon. In addition, Yin (2003, p. 13) stated that a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident and which multiple sources of evidence are used.

This study aims to investigate the case by the students who support their learning through Group Facebook. Case means a freely delimited phenomenon (a unit) observed at a single point in time or over some period of time. *Case* study is stereotyped as the weak sibling among social science methods, time consuming, high investment, lack of ethical consideration, and often get common complaint such as investigators changing direction during the course of the study unaware that their original research design was inadequate for the revised investigation (Bassey, 1999, pp. 30-36). To argue against the criticism towards a case study, Zulfany (2015) mentioned Reilly and Linds demonstrate its strengths. Case study is comparatively flexible because it emphasizes exploration rather than prescription or prediction. Case study also allows researchers to begin with broad questions and tries different methods in order to narrow their focus as their experiment. Additionally, a case study emphasizes on context. It specializes in deep data and thick description. Reflecting on its definition and strengths, case study becomes the most suitable method for the present study.

The target population of this study consisted of students who were studying at semester six academic year 2013/2014 in English Study Program of Tanjungpura University Pontianak. These students were selected because most of them had accomplished some subjects and got information about the subject through Group Facebook. Their experiences and perception of using Group Facebook to support their self directed learning in online environment were expected to be more informed to the others that Group Facebook can be purposed to support students' self directed learning especially in online environment and for those who love to spend their time on one of the most popular social network site Facebook.

Case study typically relies on multiple sources and data of information to provide as complete description as possible. There are three type data conducted by the writer. They are demographic information, Self Directed Learning Readiness Scale, Questionnaire of The Use Group Facebook to Support Students' Self Directed Online Learning, Semi-Structured Interview, and the last is Online Observation. The researcher distributed the questionnaire to the student semester six of English Education Tanjungpura University Academic Year 2013/2014 who became member some Group Facebook, particularly Group Facebook that support their learning process in a subject in the conventional class. The questionnaires were included the demographic information and also form of Self Directed Learning Readiness Scale to measure student's level of self directed learning. At the end of the questionnaire the students also need to fill the consent form that is provided by the researcher. The consent form was given in purpose to know how many students that is willing to be interviewed by the researcher to complete all the data that the researcher needed.

After the researcher finished the questionnaires and everything given to the students including the consent form, the researcher made an interview session with the students who agreed to be interviewed. The students who agreed to be interviewed also dealt with the recording process. When they were doing interview session, the researcher recorded everything they said. When the researcher had done with the interview sessions, all of the recording result should be transcribed into a paper by the researcher to make analysis easier.

The researcher analysed the data from the beginning to the end, including the transcript of the interview recording. The data divided into some categories depended on the result that the researcher got from the data collecting.

After the data were collected and analysed by the researcher, online observation completed the research which the postings by the students in Group Facebook captured by the researcher as evidences to prove the result and to make the research more robust.

Data Analysis
The aim of the analysis is to describe a specific incident. In this study, the researcher depended on the guidance of such descriptive qualitative approach (Miles & Huberman, 1994), mainly case study methodologists as Bassey (1999) and Duff (2008) for their analytic process. Miles and Huberman (1994) recommend that the qualitative researcher start the analysis with data reduction which includes the analysis process of using an initial coding system with perhaps marginal notes as a coding aid. Then the large amount of coded data is reduced into smaller analytic units. Miles and Huberman (1994, p. 50) advocated using data display format to organize, compress, and assemble information. The displays of data can be varied such as matrices, graphs, diagrams, and charts to conceptually order categories, patterns, and themes. Lastly, conclusions are drawn and verified.

The researcher employed two major types of data sets for analysis. They are (1) primary data, that were collected from the demographic information, questionnaires and interview transcripts and (2) secondary data were derived from students' posting in Group Facebook. Having calculated data derived from Demographic Information, SDLRS, and Questionnaire, they were converted to percentages display in a table. The answers from the participants in the questionnaire were coded into categories, patterns, and themes. The semi-structured interviews were transcribed and analyzed by using approach introduced by Bassey (1999, p. 81-82). To avoid a large amount of redundant information from the interviews, the researcher paraphrased and made a shortened report of the interview recording. The transcription of the interview was divided into data items, labelled into themes, and analyzed by critical incident to yield insight of the value of how Group Facebook facilitates students in learning process, particularly in supporting their self directed online learning.

The second type of data analysis was taken from the students' postings which were derived from online observation. The analysis of the students' postings were utilized to evaluate and triangulate the inclusion or exclusion of information provided on the questionnaire and interview. To fulfil this research purpose, the researcher only took the written product from the students' posting. *Netnography* technique was used in online observation. Netnography, also termed *cyberethnography* and *virtual ethnography*, is the use of ethnographic methods to study online communities. The technique is appropriate for the present study because the researcher studied an online community which is an ongoing social activity (Schutt, 2014, p. 335).

RESULTS AND DISCUSSION
Result
The purpose of this study is to elaborate how students use Group Facebook to support their self directed online learning. More specifically, this study was conducted to investigate how Group Facebook useful in supporting students' self directed learning in online environment. The study also sought to shed light through the activity using Group Facebook which very useful for the students in supporting their learning process more efficiently. Therefore, this

study is designed to pay attention to the question: "How do the students use Group Facebook support their self directed online learning?"

The data derived from the analysis of demographic information, SDLRS, questionnaire, interview, and students' postings provide details of evidences show that learning process nowadays has been changed from the past to the bright future supported by technology such as internet, gadget, social network site, and so on. This proliferation of technology makes everything easier to be done. The students also realized the changes as they can be seen in the following extracts of their experiences with current learning process.

(1) *Well, it is modern era so we have technology used for supporting our learning process. I'm using technology like laptop, mobile phone, internet and so on to help me doing my tasks. They make it easier to be done. (S27, interview)*

(2) *My experience with the learning process now is more effective than learning a bygone era, the learning process now relies more on technology to facilitate the learning process for example; media used tend relating to technology like learned through video, website, etc. (S25, interview)*

(3) *I think, our learning process today is mostly influenced by advanced technology. It helps the teacher to conduct learning quietly. In traditional teaching we only concern about classroom, face to face learning, but now we conduct learning without having face to face conversation, meaning we can conduct learning wider without distance, so technological advanced helps us a lot in learning. (S15, interview)*

(4) *Nowadays, I think it's very simple, we can learn anytime, anywhere we can get information and we just need to type and click, so we can get any information, not like an old style where we have to wait for the lecturer, wait for the teacher, to get information. We need someone else, if something happened like, a lecturer/teacher cannot come, so we cannot get the information. (S3, interview)*

In this study, one of social network site as the main topic is chosen to analyze and to proof that it can help the user especially the students in supporting their learning process. Facebook is one of the most favourite social network site that having a lot of features that can support students' need in facilitating students' learning process. One of Facebook feature need to analyze is Group Facebook. Group Facebook as a media really supports students' self directed learning especially in online environment. Generally, the students consider Facebook as a social network site where they spend a lot of time to socialize among friends on Facebook. It makes Facebook itself as one of favourable media that is used by a lot of students. Besides that, to socialize with friends, the students also concerned to their learning via Facebook to help them in the process.

(5) *I used facebook particularly for academic purposes when I joined two subjects in my study program. It directed by group in my class. Then after I passed my subjects, I'm still using it for academic purpose like to download or upload several files or documents. (S8, interview)*

(6) *Actually, when I was learning, there was no internet of course. When I was, like, in junior high school and senior high school, I was using internet, but there is no such internet learning or using such as group or twitter. When I was in senior high school, there was friendster, but it was not used for learning process. And now we use Facebook Group in subject. When I was teaching practice I used that Group Facebook, I use it for my students and they actually share their homeworks and how to do the homework, that's it. (S17, interview)*

Student 8 and Student 17 clearly represent all of the participants with their statements that Group Facebook is very useful and favourable media used to support their learning activities when they have to use social network sites.

In the frequency of the surfing social network sites found that 3 students (10%) admit themselves that they were "seldom" using social network site (student 7, student 8 and student 26 only once to five times per a month). In other category, 11 students (student 1, student 2, student 11, student 15, student 17, student 19, student 22, student 23, student 24, student 27, and student 29) put themselves in "often" category. Most of the participant said that they surf on the social network site "everyday" with 13 students (43%), and the rest students, 3 students (10%) claimed that they are "every time" on social network site with the similar frequency, 12 hours per a day.

The last three questions on Demographic Information are the most important part of this section to realize that Facebook, especially Group Facebook can be a potential media that really supports students' in learning process. Mostly students are using social network site, but at this time there are many kind of social network sites that they used in daily life. The diagram below will figure it out, the most used social network site by the participant.
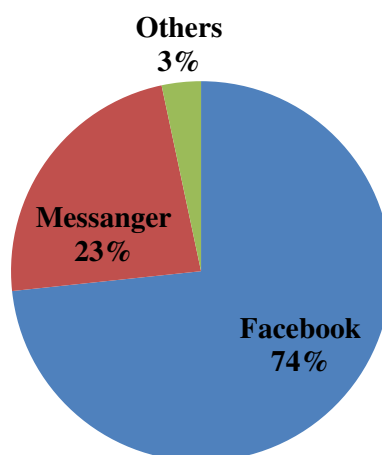
Others
3%

Messanger
23%

Facebook
74%

Figure 1: The Most Used Social Network Site

Most of the students choose "Facebook" as the most favourable social network site that they used most often (22 students) with percentage 74% of the participants, and the second place is "Messengers" that is chosen by 7 students (23%), and the last with 3% percentage for the student that choose other social network site, such as Instagram, Twitter, Youtube, and Skype. From the survey, it means that Facebook without any hesitation is really stand as the winner as the most chosen social network site.

In using social network site, some of the participants claimed that they are purposing Social Network Site to support their self directed online learning. Among 30 students, 25 students are purposing social network site to support their learning process in online environment, but the other 5 students claimed they are not purposing social network site to support their learning in online environment.
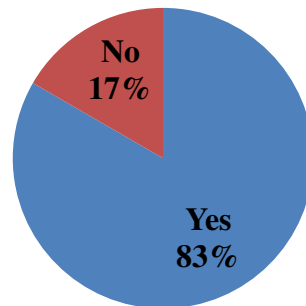
Figure 2: Purposing SNS to Support Students' SDOL

At the end of the demographic information number of participants different from the result above. It seems that the last part of demographic information showing number of students increased because the answer sincerely without they realized that SNS support them in self directed online learning.
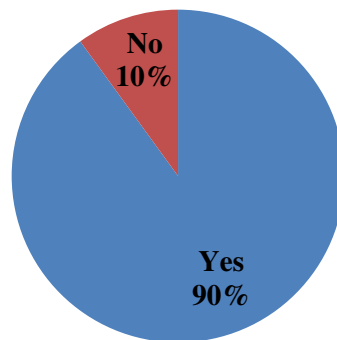

Figure 3: SNS Support Students' Self Directed Online Learning

The purpose of this section is to know the basic problem before going further to the research. The result of the history of students' interest in using any kind of social network site will be revealed that participants choose social network site "Facebook" as the chosen media that they participated in learning activities were directed by themselves.

Most of the students experienced a lot with Group Facebook as one of favourable feature of Facebook being used, until the present time to get the advantages of this feature. Some facts are already mentioned at the beginning and it will be strengthened by the following answer from the participants below:

(7) Facebook has a feature like Group Facebook, my coordinator class just invited me to join at group in Facebook, so we did a discussion, shared the files, information, and something like that. (S5, interview)

(8) It was my lecturer's idea to have a group discussion through Facebook. I was invited by the leader of the group, and then we invited other friends to join. During the subject, the lecturer sent us files, documents, and also assessments to do. We also submitted it on Facebook. We could also hold a discussion. (S8, interview)

9

(9) Some lecturers are more inclined to learn through online system. At that time, there was one student who became the Coordinator of the group for inviting us enter into a Facebook Group and also informed us if there was an assignment given by the lecturer. Well, the group was formed to share knowledge about the subjects taught by the lecturer and also to discuss the material they have learned in class. If we had questions or things that we less understood about the course, it can be asked directly in the group. Not only that, this Group Facebook sets up to collect the tasks given in the classroom or on the website. (S25, interview)

All of the statements above regarding to the process start from how they join to the Group Facebook that is very helpful for students in supporting their self directed learning in online way. The students seem so convenient with this style of learning. They also provide the reason that they think Group Facebook supporting their self directed online learning when the researcher asked them about it. In addition, to make sure that they really realized the fact of Group Facebook support their self directed online learning, as stated below:

(10) Yes. Because besides getting supplementary learning material, I also get clear information about the program such as the assignments to do, the books or materials to be read, and so on. (S13, interview)

(11) Sure, because in Group Facebook we got a lot advantages such as material that we couldn't find in the library of our faculty. (S4, interview)

(12) Oh yes, it does support my learning. Thanks to Facebook Group, verily, I once found my reference, one of my references, for my outlines, and I foundd it there. (S17, interview)

(13) Yes it does because with Facebook we can learn by ourselves without help from the lecturer. We can conduct our learning, we can guide our self to explore more in learning course. Sometimes by having self directed learning we can explore further vision and limitless in gaining knowledge. (S15, interview)

In this study, Self Directed Learning Readiness Scale is also used to support the statements above that indicate self directed learning of the participants. The range of scores for the total SDLRS is 40-200, with higher scores indicating a greater likelihood of self-directed learning behaviours. Fisher, King and Tague proposed in Mead (2011) that students scoring above 150 on this measure indicate their readiness for self-directed learning.
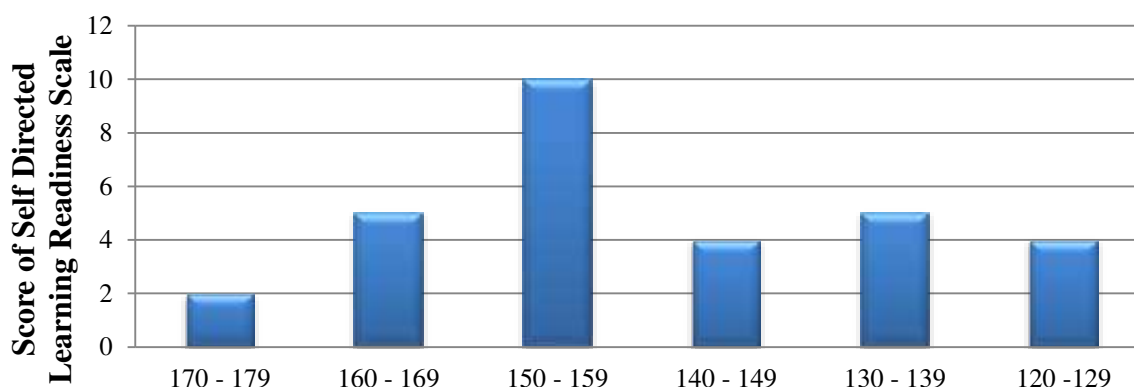

Figure 4 : Score of Self Directed Learning Readiness Scale

The diagram above shows more than half participants indicating great self directed learning behaviour. It means using SDLRS, 57% of the participants are great self directed learners. SDLRS is divided into three subscales, Self-Management, which refers to the participant's

ability to manage time and study habits. A higher score on this subscale indicates a higher level of utilization of the self-management skills such as time management and organizational abilities. Second subscale, Desire for Learning, describes a student's willingness to learn new information as well as the level of enjoyment s/he gets from the challenge of learning, and the third, Self-control, characterized by qualities which include thoughtful self-reflection and goal setting (Mead, 2011). So, from the diagram above showing the reality that most of participants tend to have the highest Self Control factor than two others. Only one student (student 12) having good ability to manage time and study habits. The other two students (student 11 and student 27) describe that they have good student's willingness to learn new information and to enjoy for the challenge of learning.

The researcher also asked the participants about their thought when they learned using Group Facebook, and the response of the participants are different from each other, but most of them respond to the way they behave when they used Group Facebook, especially in appreciating others' work to avoid plagiarism.

(14) *Group Facebook makes us easier to learn because it does not have a time limit to appeal in the classroom. Yes, I think if we used it well, it will boost our creative thinking and group also helps prevent plagiarism in writing because we must include the relevant source. (S29, interview)*

(15) *Although we usually put some words based on experts, but we can't deny that it can be a type of plagiarism, because we don't know how to write it well. If, we know how to quote well, we wouldn't do that kind of plagiarism. (S27, interview)*

(16) *I think that learning using Group Facebook is a creative way to learn something through that media. We can share our opinion indirectly, feel very comfortable to share our opinion through Group Facebook than in directed learning process. In Group Facebook, I can find any theories that can support my opinion there. I can critically share my oppinion by comparing some theory by some experts that is relevant with the topic that will be discussed in Group Facebook. (S20, interview)*

Most of them think that using Group Facebook is interesting and helpful, but they also think about the most possible mistakes they do in Group Facebook are plagiarism and the way they give response to a posting in Group Facebook. However, the students realized how to avoid the plagiarism on their work, because these kinds of mistake can wreak a negative comment, so the students can avoid those mistakes by giving the sources they used at the end of their comment as a reference.

However, to convince the assumption need the participants' answer and to know what will they do if the students get a negative experience on Group Facebook.

(17) *I feel uncomfortable with critical comments but then I realized that I need to build and explore more about the related topic. (S22, student survey)*

(18) *I feel more challenging because if I did something wrong in my post, I try to find out sources to support my idea, but if I really did something wrong I can accept that I was wrong. (S3, students survey)*

(19) *If there is a plagiarism of my work so I will be angry, at least upset. If only got bad comments just reply with a smile emoticon. (S14, interview)*

From all of the participants' answers above showing the behaviour awareness of them toward bad experiences may happen in group but most of them will carry it well, just some of them take it as a hard line. For the students, using Group Facebook is really helpful and interesting

because it is easy and flexible, besides they can socialize very well, the students can learn in an easy way anytime anywhere.

The Benefits of Using Group Facebook

Specifically, students' motive to be in Group Facebook is the benefits that make the students enjoy using Group Facebook to support their self directed learning in online environment, or people called self directed online learning. The students realized it and shared their experiences in answering the questions of interview with a big hope this study will open all of students' mind to utilize their daily social network site to support the learning process, such as Group Facebook.

a. Bridge of Information

The participants of this study admitted that Group Facebook is really useful as a place for the important information of their course to support their learning more efficiently and effectively. They do not need to go to meet their friends to ask the information needed if they do not know about the missing information. Among member in the same group they can share the information each other. Even the lecturer find it easy to tell the students if there is urgent information.

(20) We can share information without meeting directly, for example in certain places we do a discussion indirectly so it is very efficient to us. (S5, interview)

(21) If my lecturer couldn't go to class, he posted that he couldn't come and give us task. (S18, interview)

(22) *Because from that group, we get much information from the others about something related to our lesson. We may get many links to find another explanations, examples, or practices. (S24, interview)*

The information has been told in easy way, the students do not need to go to their friends one by one to tell the information. Through Group Facebook, information will spread easily and effectively.

b. e-Portfolio

e-Portfolio is a collection of students' works in a file management system online. It including resources or any files represents an important thing to be saved. It includes from individual or group. This study aims how Group Facebook useful as e-portfolio for students' learning process. The students believed that Group Facebook is useful to keep files of their works or any materials to enhance their knowledge. It is easy for the student to find the material they need, they can open it even only by their mobile phone. They can upload or download a file through Group Facebook in an easy way.

(23) I got so many benefits from Group Facebook. I can ask my friends to send me a file through Group Facebook, so in group we have so many files and we just need to click to download, so easy. (S4. Interview)

(24) In Group Facebook, the lecturer usually gives a learning material, it was interesting and not boring than I have to see the material from the book. (S2, interview)

(25) I found the material from the lecturer, and if we don't understand about the material we can ask our friends and lecturer in that Group Facebook. If I get the problem I can ask them through Group Facebook. In Group Facebook, any new books related to our material lecturer can post it. (S18, interview)

By this kind of e-portfolio in Group Facebook will help the students in finding the material they need. Using e-portfolio, the students just need to scroll up and down to find the materials they need and with just a "click", the students get what they need such as photos, videos or any kinds of document.

c. Discussion in Group Facebook

Formally, the discussion means by the students is not a long discussion. The students will write the questions if they did not understand, and the lecturer or the other member of group will response trying to solve the problem.

(26) When I got stucked on my lesson I usually ask some experts or any people who work in a similar study to give me any solution. (S7, interview)
(27) In the groups of learning whether made by lecturers, ourselves, or others we share everything like providing questions about my or our learning problems, uploading the result of our classroom presentations, books, and informing also discussing about the assignment we have for next weeks. (S13, interview)
(28) Group Facebook is useful for me because it provides us place where we can review our learning in the past. (S22, interview)

Those asking and answering sessions help the students to review their learning process. Maybe there was something that they did not understand in the class or they cannot ask the lecturer properly by face to face class because some students admitted themselves as a shy student and became an inactive student in the class session.

d. Knowledge Enhancement

From the use Group Facebook as bridge of information, as e-portfolio, or a discussion forum to help students' self directed learning through Facebook. The idea of having knowledge more through Facebook emerged based on the students' experience when doing the process of learning.

(29) If there is a lack of the material or something I did not understand, I search in online way. By that way, of course our knowledge increased more. (S2, interview)
(30) With Group Facebook, we can learn by ourselves without help from the lecturer, we can conduct our learning we can guide our self to explore more in learning course. Sometimes by having self directed learning we can explore further vision and limitless in gaining knowledge. (S15, interview)
(31) Group Facebook interchangeable used for exchanging information, collecting duties. If we added the knowledge. We have to read, an example from e-book or website link associated with the material. (S29, interview)

In Group Facebook, the students did not only concern about how fun and enjoy doing the process learning through Group Facebook. Get more knowledge actually the main expectation of the usefulness of using Group Facebook in supporting students' self directed online learning.

Discussions

The section of this chapter discusses the main findings of the present study of how students utilize Group Facebook to support students' self directed online learning. It sought to explore the interconnection of the data with the theoretical framework of the study. The findings are

discussed in the light of the main research questions of the present study which are: How do students use Group Facebook to support their self directed online learning? Findings are discussed regarding the usefulness of Group Facebook in supporting students' self directed online learning. In addition, themes emerged from the analyzed data are also discussed. Self-directed online learning makes the students become more effective and more social beings in online environment. The students are able to search for information to achieve goals and find information they need to represent their ideas while giving a comment to their friend's post. This ability of student in doing their learning process through Group Facebook is precisely described in (Abdullah, 2007).

It must also be noted that students used Group Facebook for their knowledge enhancement. Searching more information they need related to topic had been discusses force them to know more about the course. It is perfectly similar to what (Fischer & Masanori, p. 7) also stated about the ability to acquire new knowledge. The findings discussed showing that the students had characteristics as self directed learners especially in online context through one of Facebook feature called, *Group*. The students are responsible to their learning with participating in joining the group and doing the assignment as they ordered by the lecturer. They also monitor their group through notification they had in their Facebook account because they showed their curiosity. As a self directed learner, they like to try new things and they see all of what they found in Group Facebook as a challenge, so they desire to know more and to solve the problem. It is not a big deal or something will burden them. The students show their enjoyment the process during the course. These characteristics are same with the things described that mentioned by Garrison, Lyman and Taylor in (Abdullah, 2007).

The students respond what the members post in Group Facebook, especially when they need to put the experts' name to avoid plagiarism. The personal attributes are one of the characteristics that self directed learners brings to a specific learning context such as online way with the prior knowledge and experiences. The process that refers to learners' learning processes in Group Facebook mentioned in (Song & Hill, 2007, p. 32). The students said Group Facebook provides flexibility for them because anytime, anywhere, it gave them chance to plan their activities in time and place that they are convenient. While in traditional classroom time and place already arranged and they just need to follow the schedule. It correctly said by Pallofa and Pratt mentioned in (Song & Hill, 2007, p. 35).

The way of online learning presents a great challenge for the member to answer question that asked in a Group Facebook. The member will give comments, suggestions, and answers for each other in this online learning using Group Feature of Facebook. How (Song & Hill, 2007, p. 36) mentioned that each member react to peer comments may present a challenge because the lecturer not always have time to give a feed back to every students. The students socialized around them with any topics to study because they got a lot of the advantages of Group Facebook. The students shared information related to the topic they were studying to all members and many more. That were the biggest reasons why Group Facebook is very potential to become a good media for learning in online process. The expert (Mali & Syed Hassan, 2013, p. 2020) already mentioned that Facebook has high potential in providing social communication and interaction the opportunity of academicians to take this platform for teaching is beneficial and the ability of users to collaborate, create, and share content with other users and make an attachment of document and videos which will enrich the learning environment.

Even the findings of this study showed what Balci mentioned in (Tiryakioglu & Erzurum, 2011, p. 140) are true that Group Facebook can be one of the most successful media used in the field of education because the members may gain some advantages, such as : Independence from time and location, improvement in quality success and efficiency of education by the use of computer for education, individualization of learning, ability to have instant feedback, offering the student ability to repeat course as much as desired, bidirectional communication, tendency towards more voluntary behaviors on the side of students for improving research, knowledge, and skills in comparison to conventional programs, offering possibility to evaluate performance of students, improving skills of students and teachers to reach, to evaluate, to use, and effectively to cite the knowledge.

CONCLUSION AND SUGGESTION
Conclusion

Learning process nowadays had been changed from the past to the bright future supported by technology such as internet, gadget, social network site, and makes everything easier to be done. In the results of the present study are showing about Facebook in the way to support students learning process with the benefit of using Facebook and the features of it.

In this study, Group Facebook is exposure as online learning resources and leads the students to help them in many aspects, and the students can maximize the advantages or the benefit of Group Facebook itself for them to support their learning such as: (1) a place for bridge information, (2) a place where the student held a discussion among of member Group Facebook, (3) a safe management files as e-Portfolio, and (4) a place where the students enhance their new knowledge from everything members shared in the Group Facebook.

Many students also felt that their knowledge improve from every information, files, or materials that posted or shared in Group Facebook. Even the comments of students' responds gave the students idea, knowledge or something they do not know before the students told about it. It became easier for them because they access Group Facebook through their gadget and smart phone.

Some students' initiative is to begin the interaction via Group Facebook through asking and answering questions that they did not know or they did not understand. It is implicated that they were involved in an online learning environment. This event was revealed as one of the bridges to their self-directed online learning.

Suggestions

The present study demonstrated how students use Group Facebook to support students' self directed online learning. It is advisable to propose suggestions that would make learning process through Group Facebook better, more effective and efficient. The following suggestions, related to the utilization of Group Facebook, can be derived from this study: (a) some students rendered their ideas to make Group Facebook more interesting and effective. Student 19 said the lecturer need to give a reward for the best and most wonderful opinion to attract and motivate group member to write or post their idea and opinion, student 30 said that the internet connection should be better, student 15 mentioned that they need the topic starter which is important to trigger the other and get involved as a group discussion, and student 4 added that Group Facebook should use for all subjects, student 2 stated that comment unrelated to topic discussed so annoyed and the other students added that the lecturer should control and discuss again in classroom, Make rules to make members stay in

line, everyone should be active, let the juniors use the same group, (b) Regarding to the efforts of growing positive attitude from the students in utilizing Group Facebook for supporting their self directed online learning, the technical aspects should be prepared prior to teaching learning process. Teachers must make sure that all students have acquired at least some experiences in technology literacy. The decision makers are also suggested to provide the school/campus with reliable Internet access, and (c) Teachers are recommended to incorporate Group Facebook as a media in their course where the students and the lecturer can communicate easily for students' learning process, particularly to engage them in an academic atmosphere of interaction outside the classroom. In addition, to avoid the constraints such as the students' use of non-academic terms in their entries, teachers can provide a form of peer critique for the students as one of the references of giving feedback to the other students or a rule before Group Facebook established. So, the students in group can be more active.

BIBLIOGRAPHY

Abdullah, M. H. (2007, July 26). *Self Directed Learning.* Retrieved November 10, 2014, from Education.com: http://www.education.com/reference/article/Ref_Self_Directed/

Acharya, V., Patel, A., & Jethava, S. (2013). A Survey on Social Networking to Enhance the Teaching and Learning Process. *International Journal of Advanced Research in Computer Science and Software Engineering* , 528-530.

Baecher, L., Schieble, M., Rosalia, C., & Rorimer, S. (2013). *Blogging for Academic Purposes with English Language Learners: An Online Fieldwork Initiative. Contemporary Issues in Technology and Teacher Education* (Vol. 13).

Bassey, M. (1999). *Case Study Research in Educational Setting.* Philadelphi: Open University Press.

Boone, J. H., & Boone, D. A. (2012). Analyzing Likert Data. *Journal of Extension* , 1-5.

Chou, P. N. (2012). Effect of Students' Self Directed Learning Abilities on Online Learning Outcomes: Two Exploartory Experiments in Electronic Engineering. *International Journal of Humanities and Social Science* , 172-179.

Cresswell, J. W. (2007). *Qualitative Inquiry & Research Design Choosing Among Five Approaches (Second edition).* United States of America: Sage Publications, Inc.

Din, N., Yahya, S., & Haron, S. (2012). Information Retrieval and Academic Performance among Facebook Users. *Procedia Social and Behavioral Science* , 258-268.

Dudeney, G., & Hockly, N. (2007). *How to Teach English with Technology.* Londond: Longman.

Fang, R. J., Chang, Y. S., Lin, C. C., Tsai, H. L., Lee, C. J., Wang, P., et al. (2008). Web-based Self-Directed Learning Environment and Online Learning Apply on Education. *WSEAS TRANSACTIONS on ADVANCES in ENGINEERING EDUCATION* , 418.

Fischer, G., & Sugimoto, M. (2006). Supporting Self-Directed Learners and Learning Communities with Sociotechnical Environments. *Research and Practice in Technology Enhanced Learning (RPTEL)* , 1-27.

Huang, M. H. (2008). Factors Influencing Self Directed Learning Readiness amongst Taiwanese Nursing Students. 82.

Leaver, T., & Kent, M. (2014). Facebook in Education: Lesson Learnt. *DIGITAL CULTURE & EDUCATION* , 61.

Mahmud, M. M., & Ching, W. S. (2012). Facebook Does It Really Work For L2 Learners. *Academic Research International* , 357-370.

Mali, A. S., & Syed Hassan, S. S. (2013). Students Acceptance Using Facebook As a Learning Tool: A Case Study. *International Journal of Asian Social Science* , 2109-2025.

Mead, M. S. (2011). The Effect of Self-Directed Learning Readiness And Online Course Quality Ratings on Student Satisfaction And Academic Performance in Undergraduate ELearning. Kansas City, Missouri.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis.* Sage Publications.

Richardson, W. (2010). *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classroom (3rd edition).* California: Corwin.

Schutt, R. K. (2014). *Investigating the Social World: The Process and Practice of Reserach (Eight Edition).* Boston: Sage Publication, Inc.

Song, L., & Hill, R. J. (2007). A Conceptual Model for Understanding Slef-Directed Learning in Online Environment. *Journal of Interactive Online Learning* , 27-42.

Srirat, K. (2014). Using Facebook Group to Facilitate Teaching English For Everyday Communication. *International Academic Conference Proceedings* , 5-10.

Sultan, S., & Imam, N. (2014). Impact of Integrating Facebook with Regular Classroom on Overall Student Evaluation of the English Language Course Offered at Undergrauate Level. *International Journal of English and Education* , 261-272.

Thawabieh, A. M., & Rfou, M. A. (2015). The Effect of Facebook upon Self Directed Learning. *American International Journal of Contemporary Research* , 39.

Tiryakioglu, F., & Erzurum, F. (2011). Use of Social Networks as an Education Tool. *Contemporary Educational Technology* , 135-150.

Yin, R. K. (2003). *Case Study Research Design and Methods.* London: Sage Publications.

Zulfany, D. H. (2015). *A Study How Students Utilizing Weblogs in Developing .* Pontianak: Master Degree Thesis.