EFL Student's Perception towards Using Facebook as a Learning Tool for Composing: a Constructivist Teaching Strategy Using Mobile Technology

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Abstract: The aim of this study is to investigate EFL student's perception towards using mobile technology via facebook for practicing their English writing skill at Sembilanbelas November University Kolaka, South East Sulawesi. More specifically, this study is based on this study question: "What do the EFL student's perception towards using facebook as a learning tool for practicing their English writing skill?" This study was conducted at the second semester of English students enrolled in 2015. The participants consisted of eighty students of two classes A and B. Out of 80 students, 68 are female and 12 male. They are between 16 and 18 years old. Researcher used close- ended questionnaire strongly agree, agree, undecided, disagree, strongly disagree questions to gather the data. Questionnaire distributed directly to all students of the third semester as the participants of the study. The obtained data were analyzed using Likert scales. The result of the study revealed that students responded positively towards facebook as a learning tool for practicing their English writing at anytime and anywhere.

Key words: Mobile technology, Facebook, Perception, English writing.

Introduction

There are some factors that cause students poor in writing an essay. It can be categorized in students' side and lecturers' side. Students are lacking in writing an essay because they do not practice much to write either inside or outside the classroom. Smit (2010)[1] stated that the most obvious reason why the students lack in writing an essay is that they receive a limited instruction in writing and they do not write much. If students write more, they can know more their mistakes.

Besides, students are low ability in writing an essay can be caused by technical problems, namely (1) The lecturer does not provide the chance for the students to practice writing or compose either inside or outside the classroom; (2) The lecturer does not give enough writing tasks for the students; (3) The lecturer sometimes does not ask the students to do writing tasks because assigning students' writing needs much time; (4) In order that students can understand their mistakes, the lecturer should correct their paper one by one or paragraph by paragraph; (5) learning activities occurred in the classroom only and never outside the classroom; (6) learning process does not focused on students centered active learning; (7) teacher never integrated technology in their teaching, especially teaching English writing; and (8) evaluation focuses on one aspect cognitive but rare affective and psychomotor aspects.

Wang (2005)[2] in his research stated that integrating technology in teaching and learning English in classroom for EFL students enable them to improve their language skills, like writing, reading, listening, and speaking. English language learners use mobile technology or software programs to share each other, check their work, improve their language skills; use Internet emails,

to search information, join in threats, publish their work, read technology texts, communicate each other even worldwide. He add that technology integration in foreign language teaching demonstrates the shift in educational paradigms from a behavioral to a constructivist learning approach.

Nowadays, people live in a globalization era where technology has roamed everywhere. With the rapid growth of wireless and mobile learning, the used of mobile technology are now beginning have an impact on language teaching and learning throughout the world, Roksana Begum (2011)[3]. It means that integrating technology in teaching English writing such as social networking like Facebook. Email, and SMS can help students enhance their learning activities.

Jaishree Karthiga (2011)[4] stated that teaching and learning second language through social networks like Facebook can create both independent and collaborative learning environments. This new collaborative technology can be used to enhance the learning experience. She adds that though teaching and learning English through Face book seems advanced and interesting, it also has its own drawbacks. Teaching English language through Face book is a costly affair and not all institutions can afford it. On the part of the students, there are chances they take things for granted.

Facebook, a famous social network site, becomes the integral part of students' daily lives and most people's daily practices (Cloete, Villiers, & Roodt, 2009)[5]. Facebook users can share messages, not only in one to one but also in one to many mode of communication. Such attributes may facilitate collaborative reading and writing (Warschauer and Kern, 2000 as cited by Rozina & Nuraihan 2003)[6].

Considering the changing needs of the learners and the society, there were numerous English as foreign language (EFL) research studies found that the integration of mobile technology improved learners' academic performance, promoted their motivation, and enhanced their language learning (Cheng; 2003, Egbert; 2002; Blake; 2000, Skinner & Austin, 1999)[7].

The more a person reads, the more effectively he will write. Writing paragraphs, essays and stories can be implemented. This will improve one's standard of writing as it is a process of creation and not a mechanical production.

In Facebook, writing is one special feature. This enhances a person's writing skill and helps a learner to establish a healthy rapport with one's peers. The teacher can also tag pictures and ask students to comment on it. This will sharpen their observation skill and critical thinking.

Facebook is one of the most popular social networking sites which allow users to post information, chat with others, and collaborate within the system (Stelter, 2008)[8]. When students use Facebook as a tool for their study by spending time browsing profiles, meeting new people, and exploring relationships using the English language, they have greater opportunities to collaborate with a large number of people worldwide and learn the target language at the same time (Education Learning Initiative, 2006)[9].

Such a Facebook's property indirectly creates a community of practice an important component of student education in social constructivism theories. Students can construct new knowledge after they interact with other people on face book. When students receive comments and suggestions, they can use the information given to improve their language skills. This statement guides the teachers to construct their learning strategy to use technology in their teaching.

These statements gave a signal to the teachers in order to integrate technology in their teaching. Researcher believes so much that constructivist strategy using mobile technology via Facebook, especially in teaching English writing skill can enhance students' tension to generate their ideas or opinions to compose. In the other words, learning writing through Facebook is not only influence on students' cognitive, affective but also psychomotor competence.

Dealing with the statements above, researcher viewed that Facebook is very essential for students as the activities concentrate on interaction between their peers. It is the best platform where teaching and learning turn out to be a venturesome experience.

The educational benefits of Facebook as an instructional learning tool have been investigated by many researchers, yet the idea has still been rare introduced in the terms of investigating the effects of constructivist learning strategy using mobile technology via Facebook to practice language skills. Unfortunately, until now there is little research to gauge students' perception toward potentiality of using Facebook as a writing learning tool in Indonesia, especially at Sembilanbelas November University Kolaka.

Aim of the study

Researcher is an English lecturer who tough English writing course. He usually teaches uses technology. Since two years ago at Sembilan Belas November University Kolaka when Facebook have roamed everywhere and most of the teachers and students handed mobile technologies, then he changed his teaching paradigms to integrating technology in his creative writing classroom. He concerned with using facebook for practicing writing English paragraph. In general, there are two main purposes of the study, namely (a)

researcher wants to reform students and teachers from traditional to modern paradigm in learning English writing. It means that teachers and students must integrated mobile technology such Facebook in their classroom; (b) to change teachers and students' custom in using Facebook merely for social communication become learning media. Therefore, specifically the purpose of the study is to find out the difference perception between students using Facebook and those not using Facebook of both constructivist classrooms.

Question of the Study
What do the EFL student's perception towards using facebook as a learning tool for practicing their English writing skill?"

Hypothesis of the Study
There is a difference perception of the students using mobile technology via facebook and those are not using mobile technology in the constructivist classrooms.

Review of Related Study

Here are some previous ideas and studies, which researcher think those are supporting this study. There are several reviews of previous study related to the researches on Facebook, mobile technology, and constructivist strategy.

1. Previous Studies on Facebook
Melord Md. Yunus (2012)[10] in his research findings showed that Facebook groups are an effective tool in improving the students' writing skills, especially in the brainstorming of ideas before the actual writing.

Wen-Chuan Lin (2011)[11] revealed that most students explicitly stated that they felt positive about their ability to apply Wiki and peer feedback to writing instruction. Meaningful social interaction appears to play a significant role with

regard to students' perceived benefits of this collaborative writing process.

Thanawan Suthiwartnarueput (2012)[12], the research revealed that students also had positive attitudes toward using Facebook as a means of learning grammar and writing. As an alternative learning tool, Facebook provided them a convenient and attractive means to engage in discussions with the teacher and other users who had better grammatical knowledge.

2. Previous Studies on Constructivist strategy

The implementation of constructivist strategy in the experiment classrooms gave significant effects to the academic achievement and performance of the students, Jong Suk Kim, (2005)[13]; Ketika Tyagi, (2013)[14].

Hıdır Karaduman and Mehmet Gültekin, (2007)[15], conducted a study to investigate the effect of constructivist learning principles based learning materials towards students' attitudes, success, and retention in social studies. The finding of the study revealed that constructivist learning principles based learning materials increase students' academic success and retention in social studies.

Akinyemi Olufunminiyi (2010)[16] investigated constructivist practices through guided discovery approach effected on students' cognitive achievement in Nigerian senior secondary school physics. The study recommended that physics teachers should use constructivist practices through guided discovery approach in order to engage students in problem solving activities, independent learning, critical thinking and understanding, and creative learning, rather than in rote learning and memorization.

Aytunga Oguz (2008)[17], conducted a study to find out the effects of active learning methods based on constructivist strategy on the prospective teachers' achievements, attitudes towards the

subject matter and perceptions about the learning process. The study revealed that constructivist learning activities enabled the students to become more successful and to develop positive perceptions.

3. Previous Studies on Mobile Technology

Mobile technology is a common instrument that can be seen in every hand especially in the hands of students. To be frank students have the latest mobile technology. As they are inquisitive in nature, they become experts in operating various functions of the mobile. It has been considered as a very useful and convenient tool for teaching and learning, (Jaya A, 2011)[18]. She adds that mobile technology can be used inside the classroom for teaching English. English is a language of four skills and how these skills can be inculcated and evaluated with the help of the mobile technology.

Similarity, Reinders, H. & Cho, M (2010)[19] stated that mobile learning can support second language learning, both inside and outside the classroom. Most of the activities will work with most mobile learning and do not require special knowledge or additional software or hardware.

To distinguish among previous researches with writer's are (1) most of the studies were conducted in countries which English used as second language; and (2) researcher tends to investigate more deeply about student's perception in each aspect such student's perception on facebook, mobile technology, constructivist strategy, and writing materials.

Social Networking

Face book serves as a stunning tool in teaching a second or a foreign language as mastering a second or a foreign language necessitates students' involvement in outside classroom

activities. The successful mastery of a foreign language will depend on learner's autonomous ability to continue their journey beyond the classroom and the teacher, (Brown, 2007: 70)[20].

According to Fovet (2009)[21], Face book has become an extreme importance for students with their adaptation to school and their management of peer relations (Fovet, 009)[22]. In addition to this, Cloete et. al (2009)[23] has listed some potential advantages of making Face book as a educational tool: (1) It is already integrated into students' daily life; (2) higher level of engagement, and (3) adds social peer to peer component.

Terantino and Graf (2011)[24] reported that Face book can promote social interaction between teachers and students through discussions, negotiations, comments, questions, and status updates. Teachers can post photos, texts, or videos on Face book and then assign students to make comments on the postings. Students can stay connected with other people through this social networking site as well. After being given an opportunity to communicate with other people, students are likely to benefit from collaborative learning on Face book.

Mobile Learning and Technology

Mobile learning or m-Learning is commonly associated with the use of mobile technology especially the mobile phone (Cavus, Bicen & Akçil, 2008)[25]; Naismith et al., 2004)[29]. Naismith et al. (2004)[26] stated that the term mobile generally refers to something that is portable and personal. Some scholars classify portable devices such as hand phones and handheld computers as suitable combinations for m-Learning. Alexander (2004)[27] regards m-Learning as wireless learning, a subset of e-Learning which focuses more on using personal computers such as desktop

computers with internet access to learn. M-learning relates more to access of the internet via a portable device such as a mobile phone or a game console. Therefore, the integration of mobile learning for school students is seen as an alternative to increase their interest and motivation.

Perception

1. Overview and definition of perception

Perception is important for understanding individual differences because how people perceived a situation determines how people behave. Perception is part of that personal dimension that makes people see situations differently as well as shapes their attitude in terms of their work environment.

According to Indonesia big dictionary, perception is someone directly responses to something or a process to recognize anything through their visuals.

Stephen (1997)[28] defines that perception as the process by which people select, organize, interpret, and respond to information from the world around them. Perception is a process by which individuals organize and interpret their sensory impression in order to give meaning to their environment.

2. Factors affecting perception

Factors that influence perception relate to the perceiver, perceived, and situation. Based on the three factors, perception can be categorized into two main factors, namely (1) internal (endogenous) factors and (2) external (exogenous) factors.

a. Internal factors

These factors reside in person concern. These include one's needs, desire, personality, and experiences. Needs and desire are an individual's

perception about stimuli is influenced by inter-alia, needs, and desire at the time. Perception varies depending upon variation in someone's needs and desires from time to time. Personality closely related to needs and desires is the personality perceiver, which affects what is attended to be perceived in the given situation. Experience and knowledge serve as basis for perception. While one's successful experience enhances his/her perceptive ability, failure erodes his/her self confidence. Successful experience also helps perceiver understand stimuli with more accuracy.

b. External factors

The external factors relate to what is to be perceived and situation. These are size, intensity, frequency, contras, status, and movement. Those are described as follows: (1) size. Size attracts the attention of the individual. The principle of size says that the larger the object the more is the probability that it is perceived; (2) intensity. Intensity is closely related to size. The intensity principle states that the more intense the stimuli the more likely it is to be perceived; (3) frequency. The frequency or repetition principle states that a repeated external stimulus is more attention getting than single one; (4) contras. As per contras principle, the external stimuli which stand out again the background will receive more attention; (5) status. Status held by an individual also influences his/her perception about things or event; and (6) movement. The movement principle states that people pay more attention to a moving object than the stationary ones.

Relate to the internal and external factors of perception above, in this study researcher conducts an investigation to the students link to their perception towards using facebook, constructivist strategy, using mobile technology

such laptop or notebook, or hand phone, and writing materials.

Perception on internal factors concerns with the students' needs, desire, personality, and experience. It means, the application of facebook, constructivist strategy, mobile technology such laptop or notebook, hand phone, and writing materials in teaching writing have to met the students' need, desire, personality, and experience.

While external factors link to the student's perceive for size, intensity, frequency, contras, status, and movement of the objects were used by the researcher in learning teaching process. It means, the objects such strategy, mobile technology, facebook, and writing materials are met the students' need.

Based on description of both terms above, it can be stated that perception on internal factors related to perceived of the individual to the application while, external factors relate to the perceived of the individual to the object.

Methodology

This study was a quasi experiment used a non-equivalent pre-and-post test control group design, Gay (2006: 247)[29].The study was conducted at the two classes of English Department. In determining which one of the two classes become experiment and control class, researcher used lottery. The result of lottery, researcher decided class A became an experiment class and class B became a control class. In the experiment class, researcher taught English writing one applied constructivist strategy using mobile technology via facebook while in control class, researcher applied constructivist method without using facebook.

Design of the study can be seen in the following figure:

0_1	X1	0_2
01	X1	0_2

Where:

0_1 = Pre-test for both using mobile technology via facebook and those not using facebook in the constructivist classrooms.

X1 = Experiment on using mobile technology via facebook in the constructivist classrooms.

X2 = Experimentation without using facebook in the constructivist classrooms.

0_2 = Post test for both using mobile technology via facebook and those are not using facebook in the constructivist classrooms. Source: Gay (2006)[30].

Population and sample of the study

The population of this study was all the second semester students of English Department Sembilanbelas November University Kolaka in academic year 2015 to 2016.The sample of the study was taken from intact students of class A and B. The participants consisted of eighty students. Out of 80 students, 68 are female and 12 are male. They were between 17 and 28 years old. The sample of the study was divided into two classes (experiment and control classes), Campbell and Stanley in Setiyadi (2006: 136)[31]. Experiment class consisted of forty students and control class also consisted of forty students.

Instrument

The researcher designed questionnaire aimed at investigating the student's perception of both classes (experiment and control). Both classes were given questionnaires to investigate the student's perception towards using facebook, mobile technology (laptop and hand phone), and constructivist strategy.

Type of questionnaire used in this study was close- ended questionnaire which include strongly agree, agree, undecided, disagree, strongly disagree (Dornyei, 2003: 16)[32]. Number of questionnaire items of the study was 80 items.

Data Collection and Analysis

Questionnaire implemented to both experiment and control constructivist classrooms in equal day on different time. It means, collecting data questionnaire for experiment class previously and for control class later.

Findings

The finding of the study was related to the problem statement. The problem statement of the study was "What do the EFL student's perception towards using facebook as a learning tool for practicing their English writing skill?"

The differences of perception between experiment and control class become main priority to answer the question of this study. In the experiment class, perception relates to the perception towards facebook, mobile technology, constructivist strategy, and writing materials. Each aspect comprises ten questions, while in the control class, perception relates to the perception towards constructivist strategy and writing materials. Each aspect consists of 20 questions. The students' perception in each class could be described as follows:

1. In the experiment class

a. *Perception towards facebook*

There are 10 questions related to the students' perception towards facebook. The tenth questions related to the benefit of facebook as a media for writing a descriptive paragraph essay. Students have difference perception towards facebook as a writing media. The difference between frequency

and percentage of the students' perception towards facebook could be seen in the following table.

Table 1. Perception towards facebook on experiment class

No	Category	Interval score	Frequency	Percentage%
Facebook				
1	Very good	> 4.5	21	52.5%
2	Good	3.6 – 4.5	11	27.5%
3	Enough	2.6 - 3.5	8	20%
4	Bad	1.6 - 2.5	0	0%
5	Very bad	< 1.6	0	0%
			40	100%

Table 1 showed that out of 10 item tests given to investigate the students' perception towards facebook, there were 21 or 52.5% students respond very good, 11 or 27.5% select good, and 8 or 20% students respond enough towards facebook.

b. Perception towards mobile technology
The students' perception towards mobile technology has also 10 questions. The tenth questions links to the usefulness of mobile technology such laptop, notebook, and hand phone as the writing learning tools. Students have difference perception towards mobile technology as the writing learning tools. The difference between frequency and percentage of the students' perception towards mobile technology is shown in the following table.

Table 2. Perception towards mobile technology on experiment class

No	Mobile technology			
	Category	Interval score	Frequency	Percentage%
1	Very good	> 4.5	22	55%
2	Good	3.6 – 4.5	18	45%
3	Enough	2.6 - 3.5	0	0%
4	Bad	1.6 - 2.5	0	0%
5	Very bad	< 1.6	0	0%
			40	100%

Table 2 described the students' perception towards mobile technology such as laptop, notebook, and hand phone. Out of 10 item tests given to the 40 students, there were 22 or 55% students respond very good and 18 or 45% students select good.

c. Perception towards constructivist strategy
There are 10 questions related to the students' perception towards constructivist strategy. The tenth questions related to the application of constructivist strategy in the process of writing a descriptive essay. Students have difference respond towards the application of constructivist strategy. The difference between frequency and percentage of the students' perception towards constructivist strategy could be seen in the following table.

Table 3. Perception towards constructivist strategy on experiment class

No	Constructivist strategy			
	Category	Interval score	Frequency	Percentage%
1	Very good	> 4.5	10	25%
2	Good	3.6 – 4.5	29	72.5%
3	Enough	2.6 - 3.5	1	2.5%
4	Bad	1.6 - 2.5	0	0%
5	Very bad	< 1.6	0	0%
			40	100%

Table 3 showed the students' perception towards constructivist strategy. Out of 10 item tests given to the 40 students, there were 10 or 25% students respond very good, 29 or 72.5% students respond good, and 1 or 2.5% select enough towards constructivist strategy.

d. Perception towards writing materials
The students' perception towards writing materials consists of 10 questions. The tenth questions related to the students' perception to the conformity with the writing materials to the students' need and level. All the students have good respond to the writing materials. The frequency and percentage of the students' perception towards writing materials could be seen in the following table.

Table 4. Perception towards writing materials on experiment class

No	Writing materials			
	Category	Interval score	Frequency	Percentage%
1	Very good	> 4.5	0	0%
2	Good	3.6 – 4.5	40	100%
3	Enough	2.6 - 3.5	0	0%
4	Bad	1.6 - 2.5	0	0%
5	Very bad	< 1.6	0	0%
			40	100%

Table 4 showed the students' perception towards writing materials. Out of 10 item test given to the 40 students, there were 40 or 100% students respond good towards the writing materials.

Based on the fourth aspects of perception, it could be stated that most of the students (1) have good perception towards facebook as an effective writing learning tool, support collaborative learning, and facilitate student and teacher inside and outside the classroom learning; (2) have good perception towards mobile technology as the writing learning tools; (3) have good perception towards constructivist strategy as a great strategy for teaching English writing; and (4) have good perception towards writing materials as the suit materials with to the students' need and level.

2. In the control class.
The students' perception in the control class comprises two aspects, namely perception towards constructivist strategy and perception towards writing materials. Each aspect has 20 questions.

a. Perception towards constructivist strategy
The students' perception towards constructivist strategy consists of 20 questions. The twentieth

questions related to students' perception towards the application of constructivist strategy for writing descriptive paragraph. The difference between frequency and percentage of the students' perception towards constructivist strategy could be seen in the following table.

Table 5. Perception towards constructivist strategy on control class

No	Constructivist strategy			
	Category	Interval score	Frequency	Percentage%
1	Very good	> 4.5	0	0%
2	Good	3.6 – 4.5	33	82.5%
3	Enough	2.6 - 3.5	7	17.5%
4	Bad	1.6 - 2.5	0	0%
5	Very bad	< 1.6	0	0%
			40	100%

Table 5 showed the students' perception towards constructivist strategy. Out of 20 item tests given to the 40 students in control class, there were 33 or 82.5% students respond good, 7 or 17.5% students respond enough towards constructivist strategy.

a. Writing materials

The students' perception towards writing materials consists of 20 questions. The twentieth questions linked to the students' perception towards writing materials given by the researcher. The difference between frequency and percentage of the students' perception towards writing materials could be seen in the following table.

Table 6. Perception towards writing materials on control class

No	Writing materials			
	Category	Interval score	Frequency	Percentage%
1	Very good	> 4.5	0	0%
2	Good	3.6 – 4.5	0	0%
3	Enough	2.6 - 3.5	10	25%
4	Bad	1.6 - 2.5	25	62.5%
5	Very bad	< 1.6	5	12.5%
			40	100%

Table 6 showed the students' perception towards writing materials. Out of 20 item questions given to the 40 students, there were 10 or 25% students respond enough, 25 or 62.5% students respond bad, and 5 or 12.5% students respond very bad towards writing materials.

Based on both aspects of perception, it could be stated that most of the students in the control class (1) have good perception towards constructivist strategy as a great strategy for teaching English writing; and (2) have bad perception towards writing materials. It could be interpreted that problems may be caused by students are low ability and difficult to comprehend and search the writing materials.

b. The difference perception between experiment and control class.

The difference perception between experiment and control class could be seen on the two aspects, namely students' perception towards constructivist strategy and perception towards writing materials.

a. Perception towards constructivist strategy.

The difference perception towards constructivist strategy between experiment and control class could be seen in the following table.

Table 7. Difference constructivist strategy of both classes

No	Experiment class				Control class			
	Constructivist strategy				Constructivist strategy			
	Category	Interval score	Frequency	Percentage %	Category	Interval score	Frequency	Percentage %
1	Very good	> 4.5	10	25%	Very good	> 4.5	0	0%
2	Good	3.6 – 4.5	29	72.5%	Good	3.6 – 4.5	33	82.5%
3	Enough	2.6 - 3.5	1	2.5%	Enough	2.6 - 3.5	7	17.5%
4	Bad	1.6 - 2.5	0	0%	Bad	1.6 - 2.5	0	0%
5	Very bad	< 1.6	0	0%	Very bad	< 1.6	0	0%
			40	100%			40	100%

Table 7 showed the difference of students' perception towards constructivist strategy between experiment and control class. (1) there were 10 or 25% students respond very good on experiment class and there was not student respond very good on control class; (2) there were 29 or 72.5% students respond good on experiment class and 33 or 82.5% students respond good on control class;

and (3) there were 1 or 2.5% student respond enough on experiment class and 7 or 17.5% students respond enough on control class.

The difference percentage of students' perception towards constructivist strategy between experiment and control class could be seen in the chart below.

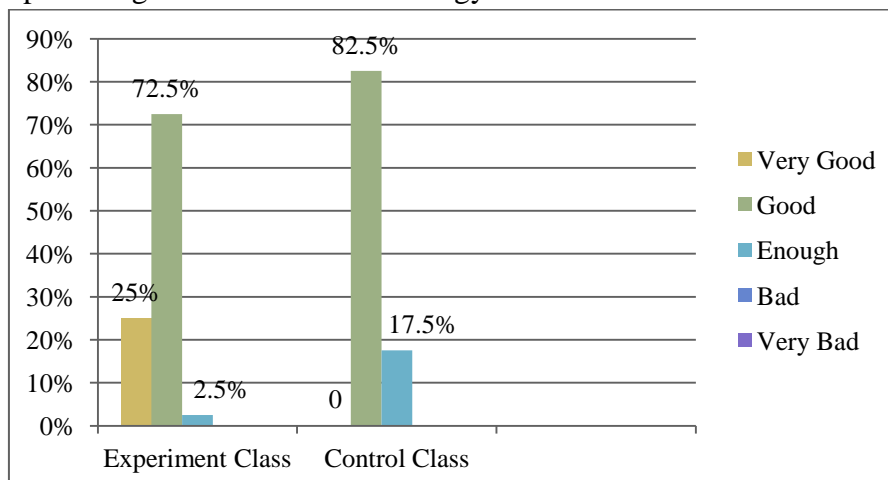**Chart 1.** Difference percentage of constructivist strategy

Chart 1 showed that percentage of the students' perception towards constructivist strategy in experiment class was difference with in the control class. There were about 25% students respond very good, 72.5% students respond good, and only 1student responds enough towards constructivist strategy, while in control class, there were not students respond very good but most of the students respond 82.5% good and 17.5% respond enough. It meant that students' perception towards constructivist strategy in experiment class were better than in the control class.

The difference perception towards constructivist strategy between experiment and control class were shown in the table below.

Table 8. Mean score of constructivist strategy
Group statistics

	Class	N	Mean	Std. Deviation	Std Error Mean
Perception towards Constructivist Strategy	Experiment class	40	2.1750	0.38481	0.06084
	Control class	40	1.7750	0.47972	0.07585

Table 8 showed that mean score of the students' perception towards constructivist strategy in experiment class was 2.17, while in the control class was 1.77. Meanwhile the result of sample t-test could be seen in the following table.

Table 9. Sample for T-test for constructivist strategy

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Perception Toward Constructivist Strategy	Equal variances assumed	2.813	.098	-4.114	78	.000	-.40000	.09724	-.59358	-.20642
	Equal variances not assumed			-4.114	74.494	.000	-.40000	.09724	-.59373	-.20627

Hypothesis statistics:

H_0 : $\mu_{C1} = \mu_{C2}$

H_1 : $\mu_{C1} \neq \mu_{C2}$

Where:

μ_{C1} : The students' perception towards constructivist strategy in experiment class

μ_{C2} : The students' perception towards constructivist strategy in control class

Based on the result of this analysis, it obtained t $_{count}$ was -4.11 with its freedom 78 and P value achieved 0.000. So, for the hypothesis used $\alpha = 5\%$ showed that value of $p < \alpha$, namely $0.000 < 0.05$ caused H_0 rejected. It can be said that it was any difference on students' perception towards constructivist strategy between experiment class and control class. The students' perception towards constructivist strategy in experiment class was better than on the control class.

Meanwhile, the difference writing materials between experiment and control class could be seen in the following table.

Table 10. Difference writing materials of both classes

No	Experiment class				Control class			
	Writing materials				Writing materials			
	Category	Interval score	Frequency	Percentage %	Category	Interval score	Frequency	Percentage %
1	Very good	> 4.5	0	0%	Very good	> 4.5	0	0%
2	Good	3.6 – 4.5	40	100%	Good	3.6 – 4.5	0	0%
3	Enough	2.6 - 3.5	0	0%	Enough	2.6 - 3.5	10	25%
4	Bad	1.6 - 2.5	0	0%	Bad	1.6 - 2.5	25	62.5%
5	Very bad	< 1.6	0	0%	Very bad	< 1.6	5	12.5%
			40	100%			40	100%

Table 10 describes the difference of students' perception towards writing materials between experiment and control class. (1) there were 40 or 100% students respond good on experiment class and there was not student respond good in the control class; (2) there was not student respond enough on experiment class and 10 or 25% students respond enough on control class; and (3) there was not student respond bad on experiment class and 5 or 12.5% students respond bad on control class.

The difference of students' perception towards writing materials between experiment and control class could be seen in the chart below.

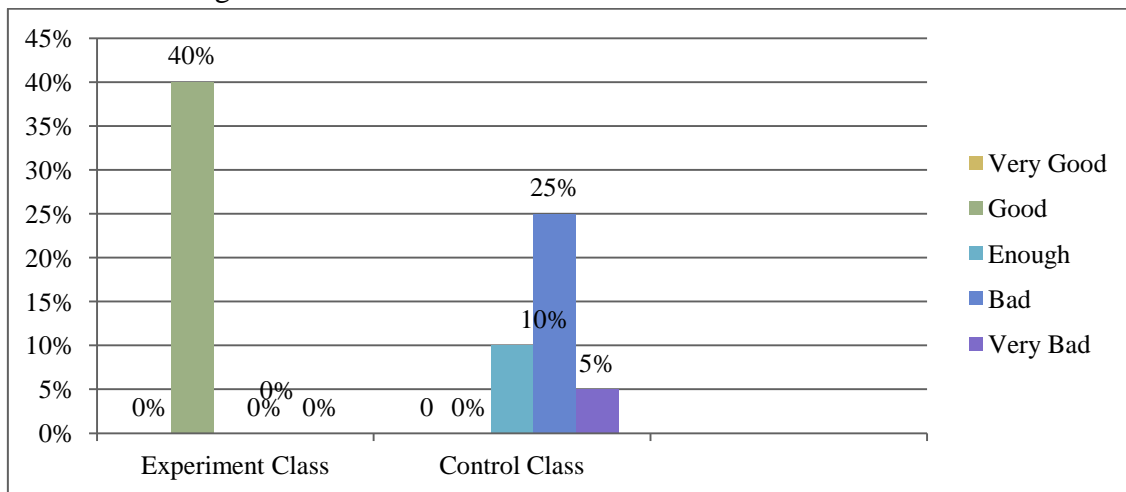**Chart 2.** Difference writing materials

Chart 2 showed that percentage of the students' perception towards writing materials in experiment class was difference with in the control class. In experiment class, all students or 40% respond good towards writing materials, while in control class, there were about 10% students respond enough, 25% students respond bad, and 5% students respond very bad towards writing materials. It meant that students' perception towards writing materials in experiment class were better than in the control class.

The difference perception towards writing materials between experiment and control class were shown in the table below.

Table 11. Mean score of writing materials
Group statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Perception towards	Experiment class	40	3.8750	0.60712	0.09599
Writing materials	Control class	40	2.0000	0.0000	0.0000

Table 11 showed that mean score of the students' perception towards writing materials in experiment class was 3.87, while in the control class was 2.00. Meanwhile the result of sample t-test could be seen in the following table.

Table 11. Sample T-test for writing materials

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Perception Toward Writing Materials	Equal variances assumed	44.442	.000	-19.533	78	.000	-1.87500	.09599		-2.06611	-1.68389
	Equal variances not assumed			-19.533	39.000	.000	-1.87500	.09599		-2.06917	-1.68083

Hypothesis statistics:

H_0 : $\mu_{D1} = \mu_{D2}$

H_1 : $\mu_{D1} \neq \mu_{D2}$

Where:

μ_{D1} : The students' perception towards writing materials in experiment class

μ_{D2} : The students' perception towards writing materials in control class

The result of this analysis, it obtained t $_{count}$ was -19.53 with its freedom 78 and P value achieved 0.000. So, for the hypothesis used $\alpha = 5\%$ showed that value of $p < \alpha$, namely $0.000 < 0.05$ caused H_0 rejected. It can be said that it was any difference on students' perception towards writing materials between experiment class and control class. The students' perception towards writing materials in experiment class was better than on the control class.

Based on the student's perception towards using facebook and constructivist strategy between experiment and control class were there are any differences of the students' perception towards using facebook and constructivist strategy between experiment and control class. The students' perception in experiment class was better than those on control class.

Conclusion

Depending on the findings regarding to the question of the study, it revealed that there were any differences of the students' perception on the experiment and control class. The students' perception in experiment class was better than those on control class. It means that using facebook as a learning tool is an effective tool for EFL students for practicing their English writing. It could be described that the mean score of the students' perception towards using facebook in experiment class was 2.17 and in control class was 1.77, while the mean score of students' perception towards writing materials in experiment class was 3.87 and 2.00 in control class.

Suggestion

Researcher gives suggestions as follows:

1. Research on using facebook has given significant effects on students' perception but it must be expanded to other subjects. So that using facebook becomes a standard for teaching at University of SembilanBelas November Kolaka and other universities in Indonesia.

2. It is necessary to be socialized and conducted trainings about using facebook to support teaching and learning process for students and lecturers at University of Sembilanbelas November Kolaka and other universities in Indonesia.

3. The study about constructivist learning strategy using facebook must be developed by further researchers at the low levels such elementary, junior, senior high schools, and diploma.

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