The effect of Face book on Improving Reading Comprehension Amongst Khartoum University students

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Abstract

This paper aimed to investigate the effect of Facebook on improving reading comprehension of English students at Khartoum University. The study attempts to highlight the obstacles that students encounter at the college level in reading and using online materials. The study adopted a descriptive method. The subject was students of English in fourth-year at the faculty of Education Arts, Khartoum University in Sudan. The study sample consists of ten students who were chosen as a purposeful sample with a number often as focus group involves the study subject. Data was collected by T-test method. The researcher used a statistical package for social studies (SPSS package), by using percentages, tables, figure, descriptive statistics, standard deviation, one sample T-test. The outcomes of the study proved that Facebook has powerful effects on improving reading comprehension skill of English students. Moreover, it develops the ability to predict meaning from the context. The researcher recommended that educational institutes in Sudan should be supported with enough multimedia and materials to add to the enhancement of academic achievement.

1- Introduction

Technology is now mediating how teaching and learning take place pedagogically and how instructors and their students' online interaction are significantly different from physical interaction in various ways. The expansion of face book's impact on how students experience teaching and learning via online contexts have not been tackled in huge details of literature and certainly not to the extent to which usage of Facebook affects students' reading comprehension abilities and this what the study is trying to explore.

Learners of English experience many barriers in the process of learning and reading in particular as one of the most important and difficult skills; since reading requires and makes up the knowledge of all features and devices of language mastery such as syntax, semantics, lexical items, punctuation and so on. The effect of comprehension is of importance in communicating messages, views and ideas and language mastery display.
 When students understand what thoroughly they read, they develop confidence and a sense of power over the language that none of the other skills is likely to achieve.

2- Statement of the Problem

This study raised from an observation throughout seven years of teaching English at different institutes in Sudan. The researcher has observed that most of the English students, in particular, undergo several hindrances in reaching the continuous standard of proficiency in reading comprehension.

The researcher has the skills of dealing with computer and access to the

website. Through a facebook account, the researcher noticed that the students who are in social contact can interact more freely and respond with ease to different kinds of posts bearing different tasks including reading activities in contrast with the usual mode of the classroom. Therefore, the idea of applying facebook is required and encouraged the researcher to carry out a study in this area.

3- Objectives of the Study

The major objectives of the study were to investigate the effect of Facebook on enhancing the reading comprehension skills of English students at Khartoum University, and to achieve the following:

1-To enhance the learners' performance in reading comprehension through facebook.

2-To teach students reading comprehension via Facebook to reach a satisfied level of proficiency.

4- Questions of the Study

The study tries to answer the following questions:

1- Does Facebook provide effective modes for students to enhance reading comprehension?

2- Are learners able to predict and infer meaning from texts written on facebook?

5- The hypotheses of the Study

The researcher prepared the following assumptions based on the paper question:

1-Facebook provides effective ways to enhance reading comprehension

2-Students are able to predict and infer meaning easily from reading through facebook.

5- The significance of the Study

Facebook is an effective mode of being linked to pedagogically. This study tries to give insight into the ways facebook offers for instructors to .address the difficulties of reading their students encounter

Moreover, the study attempts to highlight the barriers that students face at the college level in reading and using online materials. The study also attempts to give support to teachers who are involved in English language teaching to make maximum use of multimedia and social networks like Facebook to enhance their teaching modes.

7-The limitation of the Study

This study consists of ten students. They are fourth-year English students at the faculty of Education Arts, the University of Khartoum during the years 2018-2019. It is also limited to the instrument used in the study .which is T-test prepared by the researcher for this purpose

8-Literature Review

The review of the literature involving facebook and reading comprehension skills.

8.1 Development of Facebook

Couillard (2012) showed that Facebook started in 2004 by Harvard student Mark Zuckerberg. The website at the beginning commenced as a way to connect Harvard students to each other. By late 2004, almost half of the student population at Harvard was using Facebook. It was then opened to other Ivy League schools and eventually most colleges across the United States and Canada. In September 2005, Facebook launched a version for high school students. Today, the site is open to anyone age thirteen and older with a valid e-mail address. This site no longer requires .users to have a school affiliation to register

Moon (2011) shows that Mark Zuckerberg created Facebook from his Harvard University dorm in February 2004. At that point in time, Facebook was called the facebook.com and only connected college students. In 2005, Facebook expanded to include high schools and schools outside the U.S.

Couillard (2012) shows that when a user first registers with Facebook, they need to set up and create a profile page. The page is based on a basic template where users fill in various personal identifiers. The users can include as much or as little information as they want. After they set up their profile they can begin adding friends, join groups and become fans of pages. Facebook offers a search tool that allows users to search for specific information like people and groups. Users can join networks (based on city, workplace, school, and region) and allow others in that network to view their profile. Facebook security settings allow users to make their page as accessible or inaccessible as they desire.

Fletcher (2010) as cited by Moon (2011) the fundamental principle of Facebook is openness and readily available information. Facebook has two goals: expansion and faster page loading time. Face book's expansion goal is being achieved daily after a decision in September 2008 to allow participants outside of college networks and over the age of thirteen to join. Since the new policy was implemented, a dramatic increase in the number not only of users over the age of twenty-five but also institutes and colleges is evident.

8.2 Using Facebook in Education

N. Petrović and et al (2012) state that the rapid development of information and communication technologies has brought changes in various pedagogical and technological applications and processes. Currently, social networks are being adopted rapidly by millions of users

most of whom are students with a great number of purposes in mind. Studies showed that social network tools support educational activities by making interaction, collaboration, active participation, information and resource sharing, and critical thinking possible. Students today demand more autonomy, connectivity, interaction and socio-experiential learning opportunities in their learning contexts. Some students complain about lacking opportunities for authentic communication due to non-personalized course content even when alternative delivery methods are employed, providing informal learning contexts by integrating emerging social networks into existing learning practices becomes significantly important to attain more strong learning and teaching opportunities.

Facebook has quickly become the social network site of choice by college students and an integral part of the "behind the scenes" college experience. The sudden increase of social technologies has created a culture in which youth participate more in creating and sharing content; thus, completely changing the way students communicate, interact, and learn. Some previous studies indicated that the adoption rates of Facebook in universities and colleges are remarkable - 85% of college students that have a college network within Facebook have adopted it (Arrington, 2005; Thompson, 2007). Also, in many cases, students spend as much time online in an informal learning environment - interacting with peers and receiving feedback than they do with their teachers in the traditional classroom.

Furthermore, Facebook also has a growing audience in perspective high school and middle school students. Characteristics noted in the literature which recommends Facebook as a tool that can contribute significantly to the quality of education are: fostering positive relationships among

students and encompassing students' motivation and engagement; involving students in achieving the learning tasks and successful transfer of knowledge; developing a positive attitude towards learning and improving the quality of learning; developing interpersonal intelligence, as well as critical thought and developing of communications and interactions on the relationship between students and teacher outside the classes.

8.3 Previous Study

The researcher has presented a previous study which helps in giving suggestions and assistance.

Title: The Impact of Social Network on English Proficiency Among • Students in University Tunku Abdul Rahman (UTAR) Sungai Long, Malaysia

Date: October 2014•

(Place. University Tunku Abdul Rahman (UTAR•

Main question: What is the relationship between English proficiency • and usage of social networking sites?

Hypothesis: There is a relationship between English proficiency and • usage of social networking sites.

The methodology: Quantitative method is used in this study as the • empirical assessments consist of numerical analysis and measurements. Data is collected through self-administered questionnaires, and processed by SPSS to generate interpretable results.

Main findings: This research has provided several important • information on how SNSs influenced the academic sectors negatively and positively.

The significant value of Pearson chi-square indicates that students who preferred English were able to rate themselves at a higher English proficiency confidently.

According to the researcher's point of view that oral presentation skill is not the only element to determine the student's English proficiency. Plenty of students are not able to speak English fluently, but able to write flawlessly and scored better than those who are able to speak fluently

On another way, the contribution of social networking sites is dependent on the way students used it and most importantly, self-control. If students use social networking sites in an appropriate manner, it provides benefits. But, the consequence will be different if students use it excessively and unsustainably, negative impacts will go to the users.

The present study attempts to build a stronger pillar for an investigation and to find out the exact relationship between Facebook and English reading proficiency.

9- The methodology of the Study

This study employed the quantitative and qualitative method to meet its aims. The researcher adopted the descriptive method to conduct the study. The tool for data collection is T-test. The researcher has adopted Statistical Packages for Social Sciences (SPSS) to analyze data. The population of the study is students of English in fourth-year at the faculty of Education Arts in Khartoum University who were selected as a purposive sample of ten as focus group entails the study subject.

9.1 Quantitative analysis of the present study

The researcher used the T-test method to test whether the students' comprehension has developed after using Facebook. The researcher gave

the reading comprehension as a piloting test to the tenth students and four weeks later another test was given to the same sample and the results were quite different as the below following two tables show.

The data of this study was transferred to tables and figure as follows:

Table (1) The analysis of the pretest according to Students' results (scores out of 100)

N0	Test Items					Scored mark vs. Percentage	
	Wh-question	T/F	Guessing meaning	Multiple-choice	Summary		
1	12	10	12	10	15	59	59%
2	11	7	12	14	16	60	60%
3	15	5	11	12	15	58	58%
4	12	8	15	15	13	63	63%
5	12	10	14	15	15	66	66%
6	10	5	3	10	11	39	39%
7	15	8	15	15	17	70	70%
8	8	0	10	10	10	38	38%
9	12	13	15	15	16	71	71%
10	15	8	10	10	15	58	58%

Total	122	74	117	126	143	582	

The above table (1) shows the students' calculations with the percentage rate of their performance in the pretest. In general, students are not familiar to deal with the facebook reading materials his result indicates that most of the students do not consider that Facebook as a new pedagogical tool with the flexibility that associates them from different walks of life with standardized instructional and pedagogical attitudes and perceptions.

Table (2) The analysis of the students' results in the posttest

N0	Test Items					Full mark vs. Percentage	
	Wh-question	T/F	Guessing meaning	Multiple-choice	Summary		
1	18	5	15	15	17	70	70%
2	15	10	10	10	18	63	63%
3	16	5	13	12	16	62	62%
4	15	5	17	10	18	65	65%
5	17	10	16	10	16	69	69%
6	17	5	15	10	11	58	58%

7	16	10	17	10	19	72	72%
8	10	5	15	15	15	60	60%
9	17	15	18	5	18	73	73%
10	17	5	15	5	18	60	60%
Total	**158**	**75**	**151**	**102**	**166**	**652**	

On the basis of the data analysis, the table above (2) shows the students' calculations with the percentage rate of their performance in the posttest. The result proves that Facebook enables students to reach a satisfactorily level of proficiency in reading comprehension. On the other hand, we deduce from the result above that Facebook helps students to develop the ability to guess and predicting meaning from the context.
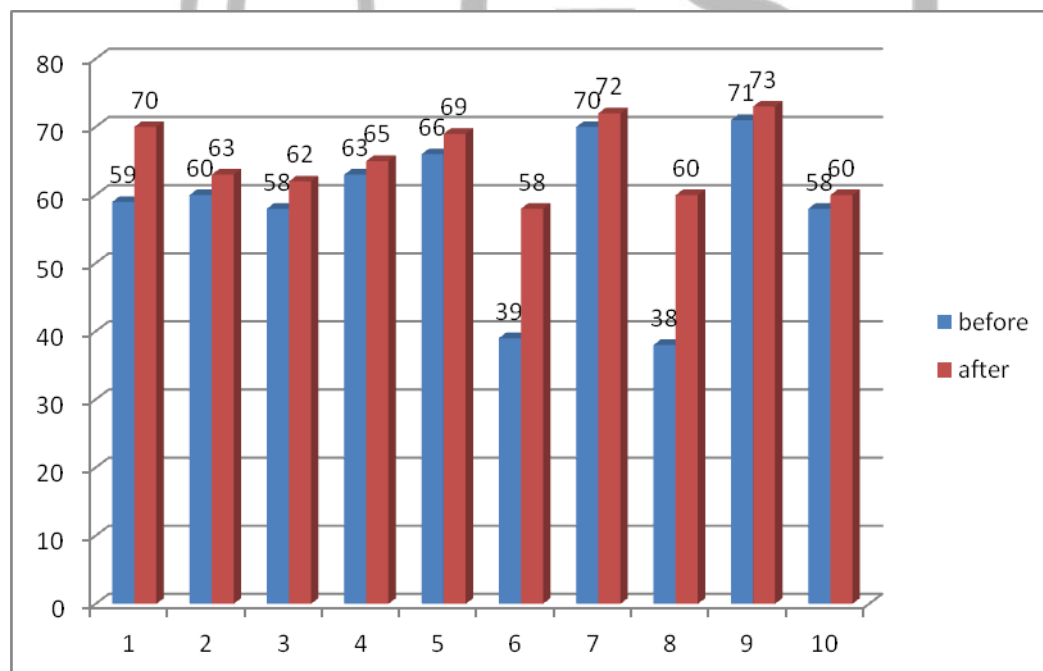

Figure (1): The students' scores before and after the use of face book

The figure above shows that Facebook has a profound impact on enhancing reading comprehension skill of English students. It enables

them to reach a satisfactorily level of proficiency in reading comprehension. In addition, Facebook fosters students towards risk-taking so that reading comprehension becomes easier and more challenging than ever before.

Table (3) Summary of pre-post test analysis

Test	Mean	Std. Deviation	t	df	P-value
Pretest	**58.2**	**11.4**			
Posttest	**65.2**	**5.4**	**2.9**	**9**	**0.018**

From the above table (3) we obtain that the probability value (0.018) is less than the significance difference level (0.05) which means that there is a significant difference between the two means of the pre and posttest. Once the mean in the posttest is greater than in the pretest, this leads to the fact that the students' performance is better in the posttest than in the pretest.

Table (4) The Overall Performance of the Students

Range	Students in the pretest	Percentage	Students in the posttest	Percentage
80-100	00	00%	00	00%
60-79	05	50%	09	90%
50-59	03	30%	01	10%
31-49	02	20%	00	00%
0-30	00		00	00%
Total	10	80%	10	100%

The above table (4) shows the grading and evaluation of the students and their distribution in the two tests according to the percentage rate. The detail of the above table agrees with H. D Brown (2004) who shows that reading ability does not end with the measurement of comprehension. Strategies that pave the way to full understanding are often important factors to include in assessing learners, particularly in the context of classroom assessments. The inability to comprehend may thus be traced to enhance the test taker's strategies for achieving ultimate comprehension.

10- Discussion of the Results in Relation to the Hypotheses

Two hypotheses have been verified according to the analysis of the pre-test, the post-test.

Hypothesis One: Facebook provides effective ways to enhance reading comprehension.

The results of both the pre-test and the post-test proved that the students' scores are higher in the post-reading comprehension test (100%) as opposed to the pre-reading test (80). Inferences obtained from their views and attitudes in question two, three, five and seven in the focus group analysis showed that 80% of the participants agreed upon the effective ways facebook provides. This indicates that the hypothesis is highly proved.

Hypothesis Two: Students are able to predict and infer meaning easily in reading through facebook.

The students' scores in the posttest, mainly question 'three' verifies to great extent this hypothesis. Most of the students gained high marks in this question. Moreover, the majority of the students in the focus group support the idea of teaching reading comprehension through facebook (this was proved by the progress they made in the posttest (62%

11- The results

On the basis of the data analysis, the following findings are revealed:

1- Facebook has a profound impact on enhancing reading comprehension skill of English students.

2- It enables students to reach a satisfactorily level of proficiency in reading comprehension.

3- It also provides effective ways for students whereby they enhance reading comprehension and other skills of the English language.

4-Facebook helps students to develop the ability to guess and predicting meaning from the context.

12- Recommendations

Based on this study the following recommendations may contribute to enhancing English language students' performance in both the real and online contexts. These recommendations are as follows:

1- Students of different domains should try to benefit from the enormous potentials that facebook and other social networks may offer in different realms.

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

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

13- Suggestion for Further Studies

In fact, the area of the website and social network is fertile areas for conducting studies. The results and findings of this investigation encourage the researcher to suggest some topics for further studies. Thus, the following topics could be proposed as follows:

1- The impact of Facebook on the teacher-student relationship

2- Facebook as an alternative way of teaching and learning .

3- The Facebook effect in the teacher-students' interaction classroom.

Acknowledgments

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Appendix

Reading Comprehension Test

Using Prior Knowledge

Time: 2hrs

1. Read the following passage carefully then answer the questions below:

When you are preparing to learn something new, it is a good idea to get your brain ready to receive the information. Think of your brain like a ***gigantic*** filing system. It contains all the things you have ever learned, read, and listened to, seen or experienced. Organizing all of those files is quite a large job. Fortunately, your brain has an automatic system for connecting files together. This helps you find information quickly. Take a few moments to prepare your brain. It will be easier for your brain to connect what you are learning to all the things you have learned before. Your prior knowledge is the information that you already have ***filed*** in your brain.

If you are listening to a teacher or other speaker, write down the topic. ***Activate*** your prior knowledge. Do this by thinking about what you already know about that topic. Jot down a few notes before, during and after the lesson.

It is a good idea to preview your textbook before you read. Do this whether you read by yourself or as part of a group. First, read the title. Next, scan through the photos and other ***visual aids***. Let your brain make an outline for what the information it will receive. Some books have vocabulary words in the margins. Read the definitions. Then you will already be familiar with the new words when you see them in the reading.

Take the time to activate your ***prior*** knowledge. Your brain will make the connections it needs to file the new information where you can find it. You will be a more ***successful*** student.

A: Answer the following questions:

1) What is your brain's information system compared to in this passage?

2) How can you make it easier for your brain to form connections between new information and things you've learned before?

3) What does it mean to activate your prior knowledge?

4) What is something you can do to help you understand new vocabulary in the reading?

5) What is a benefit of using your prior knowledge?

A): Say whether the following statements are True (T) or False (F):

a) Think of your brain like a gigantic film system.   (   )

b) The brain has an autonomous system for connecting files together. (   )

c) To preview your textbook before you read by yourself or as part of a group.   (   )

d) Organizing all of those files is quite a good job. (   )

B): Explain the meanings of the following words:

1. The word "**gigantic**" in line 6 refers to: ………………………………

2. The word "**filed**" in line 9 means: ………………………………..

3. The word "**visual aids**" in line 15 stands for: ……………………

4. The word "**prior**" in line 19 is equivalent to: …………………..

4. The antonym of "**successful**" in line 21 is: ………………..………

C): Choose the letter of the correct answer from the following:

1. The good idea to get your brain ready:

a) Is to think of another system

b) Is to receive information

c) To organize all files in it

2. In order for the brain to be prepared, it should:

a) Take few moments

b) Take a few minutes

c) Take a few moments

3. The brain makes outlines for the information that:

a) The brain receives

b) It will perceive

c) It brain will receive

4. Successful students who will:

a) Make the connections new files

b) Be successful time takers

c) Take the time to activate prior knowledge

C): Using your own words and in not more than 100 words, writes a summary of the mains idea of the passage:

....
....
....