

A study of Effectiveness of Learning Japanese by Using Assignments through Facebook

Hitomi Yamaguchi ¹, Bundit Anuyahong²

^{1,2}College of General Education and languages,
Thai-Nichi Institute of Technology, Thailand

¹E-mail: hitomi@tni.ac.th, ²E-mail: bundit@tni.ac.th

Abstract

The purposes of this research were 1) to study of effectiveness of learning Japanese by using assignments through Facebook, 2) to compare effectiveness of learning Japanese by using assignments through Facebook according to genders and faculties, and 3) to compile supplemental opinions and suggestions of TNI students.

Research samples were 255 undergraduate students at Thai-Nichi Institute of Technology in 2017 academic year, derived through simple random sampling technique. The instruments used for gathering the data were the rating-scale and open-ended questionnaire. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, t-test, One Way ANOVA and content analysis.

Research findings were as follows:

1. Effectiveness of learning Japanese by using assignments through Facebook of TNI students was at a high level ($\bar{x}=3.65$).
2. TNI students with different genders had no statistically significant differences at 0.05 level.
3. TNI students with different faculties had no statistically significant differences at 0.05 level.
4. TNI students had various suggestions such as; Teacher should use more technology at teaching; Teacher should notice submission deadline; Teacher should explain grammar in power point by Thai; Teacher should make video of lesson; and Teacher should teach Japanese typing.

Keywords: *Effectiveness of Learning Japanese, Assignments through Facebook*



1. Introduction

Currently, many higher education institutes in Thailand have held Japanese courses. As a major course and elective subjects, Thai-Nichi Institute of Technology had establishment at 2007. Goals of this institute are to develop education for service to economic and society. One of goal of TNI is to develop Japanese communication ability so that all students in this institute have to study Japanese as required subjects. TNI has 3 faculties and 16 majors which focus on Japanese instruction. Moreover, it emphasizes Japanese oral communication and Japanese Language learning ability of TNI students.

Facebook can support foreign language learning, but students seem to have positive views of its use. Moreover, a study of effect of incorporating Facebook in writing class is also appeared at a university. Its results illustrated that the learners were able to develop their English organization, grammar and structure, content, vocabulary, as well as spelling through the activities (Shih, 2011).

Learning Japanese language through Facebook plays a crucial role in technology age because it is a tool in educational communication which related the idea of Roblyer et al. (2010) who stated that university students are very open to the possibility of using Facebook and similar technologies to support classroom work. Furthermore, Haverback (2009) advocated that students' creation and participation in an online learning community on FB to discuss assignments, ask and answer questions, post information, and support educational communication.

In conclusion, the researcher created a questionnaire which passed checking from experts for study of effectiveness of learning Japanese by using assignments through Facebook in first semester of 2017 academic year and the results derived from research will be guideline in improvement and development instruction and instructional materials next occasions.

Research purposes

- 1) to study of effectiveness of learning Japanese by using assignments through Facebook
- 2) to compare effectiveness of learning Japanese by using assignments through Facebook according to genders and faculties
- 3) to compile supplemental opinions and suggestions of TNI students.

2. Method

Population and sample

This research was study of effectiveness of learning Japanese by using assignments through Facebook which consisted of population and sample as follows.

Population of this research was 1800 TNI students from 3 faculties namely faculty of Business Administration, Faculty of Engineering, and Faculty of Information Technology in first semester of 2017 academic year.

Samples of this research were 255 TNI students derived through simple random sampling technique.

Instrumentations

The instrument used in this study is a questionnaire. The questionnaire was constructed by the researcher, based on a study of effectiveness of learning Japanese by using assignments through Facebook. This research questionnaire was employed as a research instrument for data based on an ordinal-scale measurement of a study of effectiveness of learning Japanese by using assignments through Facebook.

The first part (Part 1) of this questionnaire asks for the demographic information on genders and their faculties. The second part (Part 2) deals with a study of effectiveness of learning Japanese by using assignments through Facebook. The third part (Part 3) asks for more suggestions and opinions of TNI students which bases on open-ended questions.

Data collection

A study of effectiveness of learning Japanese by using assignments through Facebook was accessed through the questionnaire in first semester of 2017 academic year.

Data analysis

Data analysis from questionnaire both single item and whole questionnaire which presented form of rating scale. These rating scales were calculated to find out mean and standard deviation and then translated based on criteria developed by Best (1981) as follows.

$1.00 \leq \bar{x} < 1.50$ refers students had the lowest opinion in using assignments through Facebook

$1.51 \leq \bar{x} < 2.50$ refers students had low opinion in using assignments through Facebook

$2.51 \leq \bar{x} < 3.50$ refers students had moderate opinion in using assignments through Facebook

$3.51 \leq \bar{x} < 4.50$ refers students had high opinion in using assignments through Facebook

$4.51 \leq \bar{x} < 5.00$ refers students had the highest opinion in using assignments through Facebook

The statistics used for analyzing the data

The collected data was analyzed using computer program. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, t-test, F-test and content analysis.

3. Results

Results of data analysis

Phase 1 : The results of demographic variables of TNI undergraduate students.

The analysis of the data from the students questionnaire reported by students at Thai-Nichi Institute of Technology in the 2017 academic year is presented in the first section deals with demographic variables from the students' responses to Part 1 of the questionnaire; genders and faculties as following table.

Table 1 :Table of the results of demographic of respondents

Demographic data of respondents	N=255	Percentage
1, Genders		
1.1 Male	154	60.40
1.2 Female	101	39.60
Total	255	100
2. Faculties		
2.1 Engineer	75	29.40
2.2 IT	79	31.00
2.3 Business	101	39.60
Total	255	100

Table showed that percentages of TNI undergraduate respondents in genders ranged from 60.40% for male and 39.60% for female, in faculties ranged from 29.40% Engineering, 31.00% for Information Technology, 39.60% for Business Administration.

Phase 2: The result of study of effectiveness of learning Japanese by using assignments through Facebook.

Table 2 :Mean and standard deviation of effectiveness of learning Japanese by using assignments through Facebook in overall and each aspectx

Components	\bar{x}	S.D	Level
Facebook assisted instruction	3.77	0.66	high
Assignments through Facebook	3.61	0.67	high
Assignment clips used on Facebook	3.54	0.74	high
Paper based assignments	3.62	0.73	high
Total	3.65	0.54	high

The table above indicated that TNI students had high level of instructional effectiveness of learning Japanese through Facebook in overall (\bar{x} =3.65). When considered in each aspect, it was found that students had high in all aspect.

Table 3 : Mean and standard deviation effectiveness of learning Japanese by using assignments through Facebook according to Facebook assisted instruction.

Components	\bar{x}	S.D.	Level
I see the power point posted on Facebook every time.	3.51	0.99	high
Power point uploaded on Facebook is easy to understand.	3.87	0.90	high
PowerPoint uploaded on Facebook is useful.	4.23	0.84	high
It is fun to watch PowerPoint uploaded on Facebook.	3.43	0.93	moderate
I want the instructor to post the Power point used to teach on Facebook every time.	4.09	0.99	high
I got used to upload assignments to Facebook.	3.61	0.94	high

I am happy to receive comments directly from the teacher.	4.12	0.88	high
Assignments with Facebook is better than paper assignments.	3.30	1.09	moderate
Total	3.77	0.66	high

The table above indicated that TNI students had high level of instructional effectiveness of learning Japanese by using through Facebook on about Facebook assisted instruction aspect overall ($\bar{x}=3.77$). When considered in each item, it was found that the highest item was from 8 power point uploaded on Facebook was useful ($\bar{x}=4.23$). The lowest item was from 8 assignments with Facebook is better than paper assignments ($\bar{x}=3.30$).

Table 4 : Mean and standard deviation Effectiveness of Learning Japanese by Using assignments through Facebook according to assignments through Facebook.

Components	\bar{x}	S.D	Level
It's fun to write assignments on Facebook.	3.40	0.97	moderate
I think about Japanese carefully when writing Japanese on Facebook.	3.85	0.97	high
I have confidence while I am writing on Facebook many times in Japanese language.	3.67	0.94	high
I feel that my Japanese is getting better by writing in Facebook many times.	3.64	0.82	high
It is not ashamed to be seen assignments written on Facebook by classmates.	3.62	1.05	high
I often read the assignments of classmates written on Facebook.	3.45	1.03	moderate
Total	3.61	0.67	high

The table above indicated that TNI students had high level of instructional effectiveness of learning Japanese by using through Facebook on about assignments through Facebook aspect overall ($\bar{x}=3.61$). When considered in each item, it was found that the highest item was from 8 I think about Japanese carefully when writing Japanese on Facebook. ($\bar{x}=3.85$). The lowest item was from 8 It's fun to write assignments on Facebook. ($\bar{x}=3.40$)

Table 5 :Mean and standard deviation Effectiveness of Learning Japanese by Using assignments through Facebook according to assignment clips used on Facebook.

Components	\bar{x}	S.D.	Level
It is fun to take videos in Japanese.	3.48	1.07	moderate
I think about Japanese carefully when I take a Japanese video.	3.80	0.95	high
I have confidence in using Japanese after taking Japanese videos for many times.	3.53	0.93	high
I feel that Japanese is getting better by taking videos in Japanese many times.	3.49	0.85	moderate
It is not ashamed to be seen the uploaded video on Facebook by classmates.	3.47	1.15	moderate
I often watch at video assignments of my classmates uploaded on Facebook.	3.49	1.06	moderate
Total	3.54	0.74	high

The table above indicated that TNI students had high level of instructional effectiveness of learning Japanese by using through Facebook on assignment clips used on Facebook aspect overall ($\bar{x}=3.54$). When considered in each item, it was found that the highest item was from 8 I think about Japanese carefully when I take a Japanese video ($\bar{x}=3.80$). The lowest item was from 8 It is not ashamed to be seen the uploaded video on Facebook by classmates ($\bar{x}=3.47$).

Table 6 :Mean and standard deviation Effectiveness of Learning Japanese by Using assignments through Facebook according to paper based assignments.

Components	\bar{x}	S.D.	Level
It's fun to take paper assignments which focus on grammar.	3.45	0.91	moderate
I think about Japanese carefully when I took a paper assignments that focus grammar.	3.87	0.88	high
I have confidence in using Japanese language after taking paper assignments which focus on grammar for many times.	3.63	0.86	high
I feel that my Japanese is better after taking paper assignments which focus on grammar many times.	3.64	0.86	high
. Paper assignments which focus on grammars better than assignments through Facebook.	3.52	0.99	high

Total	3.62	0.73	high
-------	------	------	------

The table above indicated that TNI students had high level of instructional effectiveness of learning Japanese by using through Facebook on about paper assignments that focus grammar aspect overall (\bar{x} =3.62). When considered in each item, it was found that the highest item was from 8 I think about Japanese carefully when I took a paper assignments that focus grammar (\bar{x} =3.87). The lowest item was from 8 it's fun to take paper assignments which focus on grammar. (\bar{x} =3.45)

Phase 3: The result of comparing effectiveness of learning Japanese by using assignments through Facebook according to genders and faculties.

Table 7 : The result of comparison of effectiveness of learning Japanese by using assignments through Facebook according to genders.

	Male (M)		Female (F)		t	p
	N=154		N=101			
	\bar{x}	S.D.	\bar{x}	S.D.		
Total 1	3.77	0.67	3.76	0.65	0.14	0.93
Total 2	3.59	0.71	3.62	0.61	0.33	0.14
Total 3	3.54	0.76	3.54	0.72	0.00	0.96
Total 4	3.60	0.79	3.66	0.62	0.63	0.09
sum	3.64	0.57	3.66	0.48	0.21	0.29

*Statistical significance at 0.05 level

The table illustrated that students with different genders had no statistically significant differences at 0.05 level in total and each aspect.

Table 8 : Table of comparison of effectiveness learning Japanese by using assignments through Facebook according to faculties.

		ANOVA				
components		SS	df	MS	F	P
Total 1	Between groups	1.461	2	0.730	1.664	0.191
	Within groups	110.574	252	0.439		
	Total	112.034	254			
Total 2	Between groups	0.838	0	0.419	0.927	0.397
	Within groups	113.976	252	0.452		
	Total	114.814	254			
Total 3	Between groups	2.391	2	1.196	2.152	0.118
	Within groups	140.024	252	0.556		
	Total	142.415	254			
Total 4	Between groups	1.991	2	0.996	1.880	0.155
	Within groups	133.457	252	0.530		
	Total	135.448	254			
Sum	Between groups	0.526	2	0.263	0.897	0.409
	Within groups	73.817	252	0.293		
	Total	74.343	254			

*Statistical significance at 0.05 level

The table illustrated that students with different faculties had no statistically significant differences at 0.05 level in total and each aspect.

Phase 4: The result of opinions and suggestions about effectiveness of learning Japanese by using assignments through Facebook.

Table 9 : Table of frequency and percentage of number of opinions and suggestions of students at Thai-Nichi Institute of Technology about effectiveness of learning Japanese by using assignments through Facebook.

Opinions and suggestions	N	Fre	%
Effectiveness of Learning Japanese by Using Assignments through Facebook	115		
Opinions	96		83.48
Facebook assignments are good.		33	28.70
Video assignments are interesting.		22	19.13
Don't want to video assignments.		17	14.78
Preferring paper assignments.		12	10.43
Facebook assignments and paper assignments are both of good.		9	7.83
Video assignments makes self-confidence.		3	2.61
Suggestions	19		16.52
Teacher should use more technology at teaching.		8	6.96
Teacher should notice submission deadline.		4	3.48
Teacher should explain grammar in power point by Thai.		4	3.48
Teacher should make video of lesson.		2	1.74
Teacher should teach Japanese typing.		1	0.87

The table showed that students at TNI have opinions and suggestions in effectiveness of learning Japanese by using assignments through Facebook as following:

Effectiveness of learning Japanese by using assignments through Facebook, it revealed that the answers of 115 students were divided into 2 categories which were opinions and suggestions; 96 students (83.48%) and 19 students (16.52%) respectively. *Facebook assignments are good* was equal to 28.70%(33 students); *Video assignments are interesting* 19.13%(22 students); *Don't want to video assignments* 14.78% (17 students); *Preferring paper assignments* 10.43% (12 students); *Facebook assignments and paper assignments are both of good* 7.83% (9 students); *Video assignments make self-confidence* 2.61% (3 students).

Suggestions from 19 students (16.52%) were, *Teacher should use more technology at teaching* 6.96% (8 students); *Teacher should notice submission deadline* 3.48% (4 students); *Teacher should explain grammar in power point by Thai* 3.48% (4 students); *Teacher should make video of lesson* 1.74% (2 students); *Teacher should teach Japanese typing* 0.87% (1 student).

4. Discussion and Conclusion

Conclusion

According to study and data analysis, the result of this study was concluded as follows.

Phase 1 : The results of demographic variables of TNI undergraduate students.

The percentages of TNI undergraduate respondents (N = 255), in genders ranged from 60.40% for male and 30.60% for female; in faculties ranged from 29.40% for Engineer, 31.00% for IT, 39.60% for business.

Phase 2: The result of study of Effectiveness of Learning Japanese by Using Assignments through Facebook.

Effectiveness of learning Japanese by using assignments through Facebook at high level (\bar{x} =3.65). When considered in each aspect, it was found that in Facebook assisted instruction aspect (\bar{x} =3.77), Paper based assignments aspect (\bar{x} =3.62).

Phase 3: The result of comparing effectiveness of learning Japanese by using assignments through Facebook according to genders and faculties.

1. Students with different genders had no statistically significant differences at 0.05 level in total and each aspect.

2. Students with different faculties had no statistically significant differences at 0.05 level in total and each aspect.

Phase 4: The result of opinions and suggestions about effectiveness of learning Japanese by using assignments through Facebook.

Effectiveness of learning Japanese by using assignments through Facebook, it revealed that the answers of 115 students were divided into 2 categories which were opinions and suggestions; 96 students (83.48%) and 19 students (16.52%) respectively. *Facebook assignments are good* was equal to 28.70%(33 students); *Video assignments are interesting* 19.13%(22 students);



Don't want to video assignments 14.78% (17 students); *Preferring paper assignments* 10.43% (12 students); *Facebook assignments and paper assignments are both of good* 7.83% (9 students); *Video assignments make self-confidence* 2.61% (3 students).

Suggestions from 19 students (16.52%) were, *Teacher should use more technology at teaching* 6.96% (8 students); *Teacher should notice submission deadline* 3.48% (4 students); *Teacher should explain grammar in power point by Thai* 3.48% (4 students); *Teacher should make video of lesson* 1.74% (2 students); *Teacher should teach Japanese typing* 0.87% (1 student).

Discussion

According to the study and data analysis, the results of this study could be discussed as follows.

The results of effectiveness of learning Japanese by using assignments through Facebook of TNI students was at a high level ($\bar{x}=3.65$). It might be because TNI students prefer to study Japanese language through Facebook because it has the ability to transform language learning and extend communication outside the classroom which related to the notion of Dizon (2015) who advocated that Facebook has the ability to transform language learning and extend communication outside of the confines of the classroom. The convenience it provides affords learners opportunities to communicate synchronously and asynchronously, while also decreasing the anxiety of students who may be too timid to use the L2 in a face-to-face setting.

Moreover, TNI students with different genders and faculties had no statistically significant differences at 0.05 level in total and each aspect. It might be because TNI students need to communicate with their teachers via Facebook individually more than in groups. This is related to the idea of Cheung and Vogel (2011) who stipulated that students are willing to communicate with their teachers via Facebook but only through the groups established in Facebook, rather than as friends. This is understandable because students tend to demonstrate a sense of anxiety when interacting with faculty.

5. Acknowledgements

This research is supported by College of General Education and Languages, Thai-Nichi Institute of Technology, Bangkok, Thailand. I would like to express my deep gratitude to new generation researcher development project on intensive course in 2017 academic year for developing my research ability.

Moreover, I would also like to gratefully acknowledge to my research project leaders, Assistant Professor Dr. Bundit Anuyahong and Assistant Professor Dr. Wipanee Pengante, for their commitment of time and instructive guidance and comments through all the stages of my research writing and all my work and for being their mentors and supervisors.

Special thanks to Assoc. Prof. Dr. Banthit Rojarayanont, the president of Thai-Nichi Institute of Technology, Assoc. Prof. Dr. Pichit Sukcharoenpong, Deputy of president of Thai-Nichi Institute of Technology, and Asst. Prof. Dr. Wanwimon Rungtheera, the director for their supporting in research funding and supporting in funding for publishing in all process.

6. References

- Best, Johnson. W. (1981). *Research in Education*. 5th ed. New Jersey: Prentice-Hall Inc.
- Cheung, R., & Vogel, D. (2011). Can Facebook enhance the communications between teachers and students? *The International Journal of Learning*, 17(11), pp. 385-397.
- Gilbert Dizon. (2015). Japanese Students' Attitudes Towards the Use of Facebook in the EFL Classroom. *The Language Teacher*. September-October, 2015. pp.9-14.
- Haverback, H. (2009). Facebook: Uncharted territory in a reading education classroom. *Reading Today*, October/November, 1
- Roblyer, M. D., McDaniel, M., Webb, M., Herman, J., & Witty, J. V. (2010). Findings on Facebook in Higher Education: A Comparison of College Faculty and Student Uses and Perceptions of Social Networking Sites. *The Internet and Higher Education*, 13(3), 134-140.A
- Shih, R. C. (2011) Can Web 2.0 technology assist college students in learning English writing? Integrating Facebook and peer assessment with blending learning. *Australasian Journal of Educational Technology*, 27(5),829-845.

Bio Data

Hitomi YAMAGUCHI is a Japanese lecturer of College of General Education and Languages at Thai-Nichi Institute of Technology. She obtained Master of Arts in Japanese Language Teaching from Dokkyo University, Japan.

Assistant Professor Dr. Bundit Anuyahong is an English lecturer at College of General Education and Languages, Thai-Nichi Institute of Technology. He got Ph.D. in Curriculum and Instruction-Teaching English at Silpakorn University. He also obtained double degrees for his master. One is Master of Education in TEFL from Silpakorn University and Master of Education in Educational Administration from Naresuan University, Thailand.