

University Students' Lived Experience Using Facebook Group Chat For Learning English: A Case Study

 <https://doi.org/10.31004/jele.v11i4.3128>

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ABSTRACT

This study aims to explore the lived experiences of EFL university students in using Facebook group chat as a medium for learning English. Although social media has increasingly been used to support language learning, limited research has examined how university EFL students experience Facebook group chat in their actual learning processes, including its perceived benefits, motivations, and challenges. This study employed a qualitative case study design with thematic analysis. Data were collected through semi-structured interviews with three EFL university students who were purposively selected based on their direct and sustained experience using Facebook group chat for English learning. The small number of participants was appropriate for a case study because it allowed the researchers to examine individual experiences in greater depth and obtain detailed accounts of students' perceptions and learning practices. The findings indicate that Facebook group chat supports communication, information sharing, interaction, and collaboration, particularly in relation to students' academic needs. However, students also experienced challenges, including dependence on internet connectivity and the accumulation of messages within groups. Students' perceptions of the platform's effectiveness varied according to their individual learning experiences and needs. Overall, the findings highlight both the potential and limitations of Facebook group chat as a social media-based medium for EFL learning.

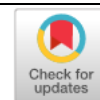
Keywords: Facebook Group Chat, EFL Learning, Student Experiences, Online Collaboration, Social Media-Based Learning.

Article History:

Received 18th July 2026

Accepted 09th August 2026

Published 24th August 2026



INTRODUCTION

In today's technological era, students often communicate and connect remotely in social media especially Facebook. Facebook are an effective media for communication, particularly among students who use them to share thoughts and interests with peers, as well as to study. Facebook is a social media released by Mark Zuckerberg and his friends at Harvard University. Initially this application could only be accessed by Harvard students and began to be used at other universities in North America. In 2006, Facebook began to be open and anyone could use Facebook from children to adults. Neneng & Marlina (2015) state that Facebook is a social network that users can use for leisure as well as for a variety of communication and knowledge-gathering objectives. According to Statista (2025), Facebook has around 3 billion users, making it the most popular social network. Therefore, according to Akcaoglu & Lee (2018) Facebook has supported social presence that is valued positively by students in non-face-to-face education environments.

Considering this phenomenon, the utilization of Facebook as a social media platform has become more widespread in a variety of domains, such as education, marketing, and social interactions (Maulina et al., 2022). Consequently, this has created new opportunities for information sharing, collaboration, and Communications (Maulina et al., 2023).

This research utilizes innovative technology, particularly focusing on the use of Facebook as social media to investigate how students' perspective and experience using Facebook group chat in learning. Social media platforms such as Facebook, may offer a good alternative for classroom-based teaching as these platforms may also promote interaction

among teachers and students (Saleh et al., 2026). Chugh & Ruhi (2018) the use of social media platforms is beneficial for both teachers and students, as demonstrated by numerous studies in the literature. Even though the use of these platforms is restricted to teaching a particular language skill, it still improves students' language acquisition. The use of social media in English language teaching can make the students' language learning experience fun, motivating, exciting, interesting, and engaging (Henry et al., 2020). As such Facebook with its unique features like peer-to-peer learning, continue to provide crucial academic support and offers a platform for engaging with educational content.

Although previous studies have demonstrated that social media can support English learning through communication, information sharing, and online collaboration, the existing literature has paid limited attention to students' lived experiences of using Facebook group chat specifically for EFL learning at the university level. Previous research has tended to emphasize the general benefits of social media or examine other platforms, while less attention has been given to how university EFL students actually perceive, use, and respond to Facebook group chat in their everyday learning activities. In particular, limited evidence explains how students experience the platform's communicative and collaborative features, what motivates their participation, and what challenges they encounter during its use. This gap is important because the effectiveness of a social media platform cannot be determined solely by its technological features; it may also depend on students' learning needs, experiences, and perceptions. Therefore, this study is necessary to provide an in-depth understanding of EFL university students' lived experiences with Facebook group chat and to identify both its potential and limitations as a medium for English learning.

Many studies have addressed the use of Facebook in general context. Niu (2019) study found that Facebook is an effective media for academic communication and for promoting student-centered learning. Among its many functions are Facebook Group and Group Chat. In addition, Tanjung et al. (2024) found that using Facebook features, such as groups, has been proven effective and beneficial for learning. While previous studies have explored the general use of Facebook in academic contexts, highlighting its effectiveness in communication and student-centered learning and the benefits of features such as Facebook Groups for learning, limited research has specifically examined the use and effectiveness of Facebook Group Chat in the learning process among EFL university students.

There are several studies related to Facebook group chat in learning that have been conducted before. First researchers conducted by Ulla & Perales (2021) who uses Facebook as a learning medium at the time of Pandemi Covid-19. Because Pandemi Covid-19, the face-to-face learning process must be diverted into online learning. Teachers and students find solutions by using Facebook as a learning medium in the middle of Pandemi. With the Facebook features such as group chat, teachers and students can be connected, and with a group chat this makes it easy for teachers and students to be able to carry out learning, discuss and share their opinions without the need to face easily. Facebook offered them a space for continuous learning since they are already familiar with the platform. Facebook also provides them a chance to become independent, responsible, creative, and resourceful learners as they got to work on the online activities either individually or collaboratively.

The second researchers Fithriani et al. (2019) Based on the findings of this study, it is recommended that social media applications, particularly Facebook be used and integrated in EFL classes in Indonesia. The results of study show Facebook are effective in enhancing their EFL learning process and also according to students' perspective, Facebook is effective as a learning tools. According the researchers, Facebook can boost students' confidence, this result may indicate that the students gain more self confidence in using the language after practicing it through Facebook class activities. Facebook can also encourage participants in class activities becomes the second theme emerged related to the effectiveness of Facebook as perceived by the students. Most students state that they are actively involved in almost all learning activities in the Facebook writing group. Lastly benefits of Facebook use in EFL writing class as perceived by the students is the improvement of writing fluency. The majority of the students admit that it is much easier for them to express themselves through written

communication on Facebook after they experience various learning activities on the Facebook writing group.

The Third Previous Research was conducted by Molaga (2015) which uses the Facebook group feature. Based on the perception of related students through the Facebook group said that the Facebook group is a learning tool because the Facebook group plays an important role as a medium of information to make it easier to know quickly and clearly without having to face to face in the learning process. The Facebook group is also very helpful in the learning process which can overcome face to face limitations in the classroom and help in solving problems in the sense of completing college assignments and others. By using the Facebook group students can also convey information related to courses. Lecturers can also provide information related to material and course assignments in the Facebook group, so the Facebook group is very effective for students in the learning process.

Although the use of Facebook group chat based on students lived experience have been explored before, there are still a number of things that need to be understood about the use and effectiveness of the Facebook Group Chat on learning among efl university students. This research can provide a better understanding of the use of Facebook as one of the effective social media in learning.

This study investigates students' experiences in using Facebook applications in learning, especially when using Facebook group chat, to understand the factors that influence students and to find out students' experiences and views when using Facebook group chat as a learning medium. This study seeks to answer the question: Are Facebook chat groups effective as a learning medium for EFL students based on their experiences, and what obstacles do they face when using them in learning.

METHOD

Research design

This study employed a qualitative case study design with a phenomenological approach to explore university students' lived experiences of using Facebook Group Chat for learning. The phenomenological approach was selected because it focuses on how individuals perceive, interpret, and make meaning of a particular phenomenon based on their personal experiences. In this study, the phenomenon examined was students' use of Facebook Group Chat as a learning tool within their academic environment.

The study focused on university students from the Philippines and Indonesia to obtain detailed insights into how they engaged with Facebook Group Chat during their learning activities. A qualitative approach was appropriate because the study sought to capture rich, detailed, and context-specific accounts of students' experiences, perceptions, and interpretations, which cannot be adequately represented through numerical data. The approach also enabled the researcher to examine the meaning that students attached to their interactions and learning experiences through the platform.

As Creswell (2012) explains, qualitative research involves exploring and interpreting the meanings that individuals or groups assign to social or human issues through flexible and naturalistic inquiry. Consistent with this perspective, phenomenology emphasizes understanding and describing lived experiences from participants' own viewpoints (McLeod, 2024). Accordingly, the present study prioritized participants' voices and firsthand accounts to develop an in-depth understanding of the role of Facebook Group Chat in university learning.

Participants

The study participants comprised three English as a Foreign Language (EFL) students enrolled in the English Education Department at a private university in Kendari. The participants were purposively selected and represented one academic levels of 8 semester students. All members have participated in learning via Facebook group chat, which served as a prerequisite for inclusion in this research, ensuring that all potential participants had

comparable familiarity with the testing format and content. The degree of effectiveness is assessed by how frequently a Facebook group chat is used. Students who frequently interact with other group members and use emojis as one way to use the Facebook group chat feature are classified as active participants. This approach allows for clear distinctions between those who interact and those who do not when using Facebook group chat. This strategy was used to obtain a more diverse understanding of students' experiences and perspectives regarding the use of Facebook group chat in learning, as well as to investigate the effectiveness of using the Facebook group chat feature in the learning process.

Research Instrument

This study employed semi-structured interviews with open-ended questions to explore EFL students' experiences with the group Facebook chat. The investigation focused on seven aspects: MALL (Mobile assisted language learning), perspective/perception, intrinsic and extrinsic motivation, advantages and disadvantages, and sharing and communications. Interview questions were written in a single language, Indonesian, to ensure participants clearly understood the questions and felt comfortable during the interview process. This semi-structured interview approach allowed researchers to explore information flexibly and in-depth, tailored to each respondent's context and experiences.

Data Collection Procedures

The data gathering approach in this study was carried out in a systematic manner to ensure accuracy, credibility, and ethical integrity. During the preparation stage, an interview guide in the form of a blueprint with open-ended questions was created to explore students' experiences with Facebook, particularly Facebook chat groups. The design plan was informed by the research objectives and relevant literature in order to capture three key aspects: perspective, experience, and psychological. Participants were fully told about the study's objectives, and they provided voluntarily informed consent in compliance with research ethical standards. Semi-structured interviews are conducted at the interview stage at a time that works best for the participant, either in-person or online, based on their availability. The accuracy and completeness of the data were ensured by recording every session with the participants' prior agreement. Because of the semi-structured format's flexibility, participants were able to go into further detail about their experiences while staying focused on the major topics of the study. To maintain the genuine reactions of the participants, the recordings were verbatim transcribed after the interviews. To ensure confidentiality, all transcripts were assembled, coded, and safely kept during the data organization phase. Following organization, the data is grouped into themes that emerge in relation to the research questions, laying the groundwork for the subsequent analysis phase.

Methods and Analysis

Qualitative data from the interviews were analyzed using thematic analysis to identify and interpret recurring patterns or themes within the data. The analysis process began with rereading the interview transcripts to understand the content and context of the participants' responses. Next, key data related to the research focus, such as students' prior experiences, factors influencing students, and attitudes toward using Facebook chat groups in learning, were coded descriptively. These codes were then grouped into broader themes, such as the utilization of Facebook chat group features, perceived advantages and disadvantages, and the effectiveness of Facebook chat groups in learning. Emerging themes were reviewed to ensure appropriateness and clarity, then interpreted based on the research objectives and related literature. This process enabled the researcher to gain an in-depth understanding of the linguistic, technical, and psychological challenges EFL students experience when using Facebook chat groups as a learning medium.

FINDINGS AND DISCUSSION

This section presents the study findings based on semi-structured interviews with three EFL students who participated in Facebook chat groups during their learning. The findings are organized into seven main themes for a more systematic presentation: Mobile assisted language learning, motivation, Intrinsic and extrinsic, advantages and disadvantages, sharing and Communications.

Student Experiences Using Facebook Chat Groups as a Learning Media

The results of the study indicate students' experiences related to the devices used, sharing information, and how they communicate when using Facebook group chat during learning. Participants used laptops and mobile phones when participating in learning through Facebook group chat. This is as illustrated by P1, who participated in learning through Facebook group chat using a laptop. P1 also considered that using a laptop was more practical and made it easier to understand the material presented.

P1: " I use my cellphone to access Facebook Messenger chat groups but I also use my laptop."

Meanwhile, P2 explained that when learning using Facebook group chat took place, she used a mobile phone and sometimes also used a laptop. P2 also added that learning using a laptop and mobile phone was easier because the material provided was easy to access. On the other hand, P3 when learning using Facebook group chat in progress, she only used a mobile phone because it was practical and easy to carry anywhere.

P2: " Usually I use my cellphone to scroll through Facebook or Facebook group chats, but when the learning starts, I use my laptop."

P3: "Using a cellphone to access Facebook Messenger chat groups in learning is easier, more practical and easier to carry anywhere."

Additionally, P1 described sharing and receiving information in Facebook group chats as convenient because tapping on notifications allows for quicker access to the information received. P1 also explained that using Facebook group chats makes communicating with lecturers and friends easier thanks to features like message reaction. Meanwhile, P2 described receiving learning information in group chats as quite simple because they can simply open it directly within the group. P2 also added that she only uses Facebook group chats to communicate with lecturers and other students in discussion forums.

P1: " I just tap on the incoming notification and it automatically opens the group, which is very convenient. It makes it very easy for students to access information in Facebook group chats via notifications."

P2: " I immediately opened the Facebook chat group as soon as there was information shared, such as learning materials."

Furthermore, P3 explained that using Facebook group chats felt positive and helpful because they allowed her to easily receive information from lecturers and friends related to the learning materials. P3 also felt able to communicate openly with lecturers and other students because responses were received quickly and without the need for face-to-face discussions.

P3: " I feel quite positive about sharing and receiving information through Facebook, and it's helpful. I can easily accept materials shared by lecturers or friends, such as files, links, or additional explanations."

These findings indicate that participants' initial experiences using Facebook group chat in learning. The devices used to access, share experiences, and communicate in group chat forums influence their use of Facebook group chat. However, several factors remain obstacles for students engaging in learning via Facebook group chat.

Factors Influencing Students' Use of Facebook Group Chat for Learning

The second theme in this study aims to determine whether intrinsic motivation or extrinsic motivation has a greater influence on students in using Facebook group chat as a learning tool. As P1 described, his use of Facebook group chat was due to extrinsic factors, namely the university's requirement for students to use Facebook group chat as a learning tool. This led P1 to adopt the platform's use to support the learning process during lectures.

P1 also added that the university requires the use of Facebook chat groups in learning because it is collaborating with other universities from abroad.

P1: " Because we are studying with a lecturer from abroad who can only use Facebook group chat in learning, we also have to use Facebook Messenger to be able to follow the learning and fortunately Facebook group chat has complete features and makes it easy."

In addition, P2 also described his motivation for using Facebook group chat as extrinsic. He explained that the university required the use of Facebook group chat because the lecturers were from abroad. Therefore, Facebook group chat served as a means of communication and online learning between lecturers and students.

P2: " We use Facebook group chat because the lecturer is from abroad and cannot use the WhatsApp application that we usually use for studying instead of Facebook group chat. "

Furthermore, P3 shared a similar opinion to P1 and P2. P3 stated that he also uses Facebook group chat because lecturers teaching from abroad only use the platform for online learning. Therefore, students need to use Facebook group chat to effectively participate in the learning process.

P3: " It's a demand from the lecturer, because the lecturer is from abroad and requires students to take part in learning via Facebook group chat, so we follow the decision of the university and the lecturer."

Based on these findings, it can be concluded that the things that motivate students to use Facebook group chat come from extrinsic factors or factors from outside the students themselves. This situation shows that the use of Facebook group chat is not only influenced by students' personal desires, but also by academic needs and the rules applied in the learning process.

Utilization of Facebook Group Chat Features in Learning

The third theme revealed that participants had varying perspectives on the use of Facebook group chat features to support the learning process. Each participant shared their perspective based on their experience using the platform for learning. P1 felt that the features available in Facebook group chat, such as sending images, links, and documents, significantly facilitated the learning process. She believed these features helped students share materials and information more quickly and conveniently. P1 also explained that several other applications similar to Facebook group chat don't offer the same file or document sending capabilities.

P1: " In my opinion, the Facebook chat group is quite complete and can share media, links, documents and others."

On the other hand, P2 was neutral to the use of Facebook group chats. P2 said the program was simple to use and comprehend. Furthermore, P2 explained that the most helpful feature was the media sharing feature, such as images and audio, which facilitated the sharing of information during learning. P2 also mentioned the reaction feature on images or text, which was used as a way to count student attendance in online classes, making learning interactions more practical and engaging.

P2: "In my opinion, it's neutral, because it's relatively easy and not too difficult. The first thing that makes it easier is that it's easy for us to send messages. Then you can also send photos or audio. The easiest thing is actually the reaction. Because it's like we can know whether this person is active, like attendance. So, it can be used to find out student attendance."

Furthermore, P3 explained that the features in Facebook group chats aid the learning process by enabling fast communication between lecturers and students. P3 described the file sharing and group discussion features as the most useful features in supporting learning activities. These features allow P3 to communicate with lecturers and other students more easily and access learning materials at any time during the online learning process.

P3: " In my opinion, using the Facebook group chat feature makes learning easier because it allows for quick communication between lecturers and students, as well as between students. The features that most support the learning process, in my opinion, are the group discussion and file sharing

features. Through these features, I can ask questions, offer opinions, and easily access learning materials shared by lecturers or friends."

Based on these findings, it can be concluded that the features in Facebook group chat make it easier for students to participate in online learning. These features not only assist in sharing learning materials but also support student communication, interaction, and participation throughout the learning process.

The Perceived Advantages and Disadvantages of Facebook Group Chat in Learning

The fourth theme of this research aims to determine the advantages and disadvantages of using Facebook group chat as a learning tool. P1 explained that the advantage of Facebook group chat is its comprehensive features, making it easy to communicate and send anything. He also added that the features in Facebook group chat are not much different from those in WhatsApp, so it's not difficult to use. Regarding the disadvantages, P1 said there were no drawbacks while using Facebook group chat in learning.

P1: *"Perhaps the advantage is that it has complete features for communicating and sending anything, such as images, videos, or links. With chat, there are also emoticons. There's also voice recording. Then, if... Basically, the features are complete like that not far from the WhatsApp that we often use. As for the disadvantages, I don't think there are any, maybe it's rarely used except for learning."*

Additionally, Facebook group chat also makes it easier to communicate and interact with others in the forum, as explained by P2. However, P2 explained that access is still limited because only a few regions use Facebook group chat, such as in the Philippines, where the lecturers are located, and signal issues can sometimes be a barrier.

P2: *"As for the advantages, it's easy for us to interact with people who are far away. As for the disadvantages, it seems like access is still limited, maybe only a few areas, for example, the lecturers are from abroad, so they can only use Facebook Group chat, especially for learning."*

Furthermore, P3 felt that Facebook group chats had the advantage of being easily accessible and flexible, allowing for quick communication anytime and anywhere, and creating a more relaxed discussion atmosphere. However, P3 explained that a significant number of important chats could pile up and become difficult to find if not carefully monitored.

P3: *"In my opinion, the advantages of Facebook chat for learning are its ease of access, flexibility, and support for rapid communication. I can discuss various topics and obtain information at any time, without time or place constraints. Furthermore, the discussion atmosphere feels more relaxed, which increases participation. However, the advantages are that it's difficult to find important ones, and sometimes they get buried under other chats, making them difficult to find if not carefully considered."*

Based on these findings, it can be concluded that using Facebook group chats has advantages and disadvantages that impact students' learning. Ease of communication, flexible access, and support features contribute to more effective learning. However, network constraints and the accumulation of messages in group chats can also hinder the learning process.

Student Perspectives on the Effectiveness of Facebook in Using Facebook Group Chat as a Learning Media

Each participant had a different opinion regarding the effectiveness of using Facebook group chat in learning. P1 argued that the use of Facebook group chat in learning because of its many features that make it easier. P1 stated that Facebook group chat makes learning easier because it eliminates the need for direct face-to-face meetings. P2 felt that the use of Facebook group chat has proven effective. P2 also added that the use of Facebook group chat in learning has proven quite effective but, felt it was still lacking. P3 stated that the use of Facebook group chat is less effective in learning. P3 stated that he was not used to using Facebook and felt that Facebook was only used by people in the past and considered that WhatsApp was more practical.

P1: " In my opinion, using Facebook chat groups in learning is quite effective because there are many features that support the learning process without the need to attend face-to-face classes."

P2: " If you want to say it's effective, it's actually effective. But if we only use Facebook, it's still not enough to get the learning experience from Facebook. So, if possible, don't just use Facebook. There must be other additional applications like that.

P3: " In my opinion, it's not effective. People prefer WhatsApp now. Actually, the functions are the same, but most people only used Facebook in the past, so they've started to abandon it. Now, WhatsApp is more popular than Facebook."

Regarding suggestions for improvement, participants suggested several things, including: Practice before the test to reduce nervousness when answering questions. The duration of the questions should be announced in advance to allow sufficient time to formulate good and correct answers. Furthermore, researchers were asked to clarify their voices when asking questions to avoid requiring repetition. These findings indicate that learning strategies, motivation, and participant feedback are important aspects to consider when using Facebook chat groups as a learning medium.

Discussion

The results of this Investigation are revealed that the use of Facebook group chat in learning is influenced by various factors, including technology accessibility, utilization of platform features, student motivation, and perceptions of the benefits and challenges experienced during the learning process. These findings are further discussed by linking them to relevant research and theory.

The first positive impression is the involvement of the use of Mobile Assisted Language Learning (MALL). Hoi (2020) emphasized that the use of devices such as smartphones and tablets can facilitate language learning activities. By utilizing devices such as mobile phones and tablets, language learning becomes easier anytime and anywhere. In line with Shortt et al. (2021), by using MALL, students can attend lessons without having to be present in a traditional classroom. Chapelle (2010) explained that using technology can support the learning experience of EFL students. Participants stated that using devices such as smartphones and laptops made it easier for them to follow the learning.

Along with the use of Facebook, especially the Facebook group chat feature in learning, students have also begun to utilize Facebook chat groups to share and receive information related to learning materials and support communication between lecturers and students. This finding is in line with Yang et al. (2011) who stated that Facebook Groups support information sharing, discussion, and academic communication between students and lecturers. In addition, Meishar-Tal et al. (2012) explained that Facebook Groups provide an interactive space that allows for the exchange of information, providing feedback, and more intensive communication in the learning process.

Students' perceptions of the features available on Facebook group chat tended to vary, influenced by their experiences using the platform during the learning process. Students also assessed the features on Facebook group chat as beneficial in supporting the online learning process. This finding aligns with Wang et al. (2012) who stated that Facebook provides various features, such as sharing documents, links, images, videos, and discussion spaces that can facilitate communication and collaboration in learning. Manca & Ranieri (2016) explained that Facebook features enable information exchange, rapid communication, and the provision of feedback that support the learning process. The features on Facebook group chat not only facilitate the sharing of materials and information but also help improve communication between students and lecturers, as well as encourage interaction and participation during learning.

Motivation is also one of the factors that encourage students to use Facebook chat groups in learning. Research findings show that student motivation in using Facebook chat groups is more influenced by external factors related to academic needs and the learning environment. Deci & Ryan (2000) explained that extrinsic motivation arises due to certain demands, rules, or benefits that come from outside the individual. Thus, the use of Facebook chat groups in

learning can be understood as a student response to various encouragements and needs originating from their academic environment.

The use of Facebook chat groups certainly has advantages and disadvantages that affect students when used in learning. Ease of communication, flexibility of access, and supporting features help make learning more effective. Manca & Ranieri (2016) explain that Facebook provides flexible access to learning materials and discussions without being limited by space and time. Tess (2013) also emphasized that features such as group discussions, sharing documents, images, videos, and links can increase student engagement in the learning process. However, students also perceive disadvantages when using Facebook chat groups in learning, such as the need for a stable internet connection. Aydin (2012) explains that dependence on internet network quality can hinder communication and access to learning materials. Furthermore, Manca & Ranieri (2016) state that the high number of messages and interactions in a group can cause important information to pile up, making it difficult to retrieve. Thus, although Facebook group chat offers various benefits for learning, its use still requires proper management to minimize obstacles that arise.

Finally, students differed in their views regarding the effectiveness of using Facebook group chats in learning. Some found them effective, while others found them less so. Manca & Ranieri (2016) explained that these differing perceptions may be influenced by the benefits and challenges students experienced while using Facebook for learning.

Participants' suggestions indicated that learning implementation strategies, learning motivation, and user feedback need to be considered when optimizing the use of Facebook group chats as an effective learning medium.

Overall, the research findings indicate that the use of Facebook group chat in learning is influenced by technological accessibility, utilization of platform features, extrinsic motivation, and students' perceptions of the benefits and challenges they experience. Facebook group chat features support communication, information sharing, and learning interactions, although their effectiveness is perceived differently by each student based on their individual learning experiences and needs. Thus, technological factors, motivation, and user experience appear to play a significant role in shaping student engagement and perceptions of the use of Facebook group chat as a learning medium.

CONCLUSIONS

This study concludes that Facebook Group Chat provides a useful and accessible medium for supporting EFL students' learning, particularly by facilitating communication, information sharing, and interaction between students and lecturers. At the same time, its use presents several challenges, including dependence on stable internet connectivity, the accumulation of information within group conversations, and differences in students' perceptions of its effectiveness. Students' engagement with the platform is influenced by extrinsic academic motivation, individual user experiences, and their perceptions of its benefits and limitations. These findings indicate that the usefulness of Facebook Group Chat depends not only on its technological features but also on students' learning needs and experiences. However, the limited number of participants and single learning context restrict the broader applicability of the findings. Future research should involve more diverse participants and learning contexts to provide a broader understanding of the use of social media for EFL learning.

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