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PERCEPTION AND MOTIVATION OF STUDENTS ON EFL LEARNING THROUGH FACEBOOK

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Abstract
This study aims to examine undergraduate EFL students' perception and learning motivation toward the use of Facebook in English learning. The study is supported by the Technology Acceptance Model and EFL motivation theory, which explain that learners' acceptance of a digital platform is related to perceived usefulness, ease of use, interest, confidence, and persistence. The data were obtained from 21 undergraduate students in an English Education program who had experience using Facebook for English-related learning activities. Data were collected through an online questionnaire consisting of 16 Likert-scale items distributed through Google Forms. The data were analyzed using descriptive quantitative analysis by calculating mean scores and interpreting them based on predetermined categories. The findings show that students had a high perception of Facebook as an EFL learning platform (M = 3.67). The strongest perception appeared in the accessibility and organization of learning materials (M = 3.86), followed by collaborative learning (M = 3.76) and timely feedback (M = 3.71). These results indicate that students viewed Facebook as useful for accessing materials, interacting with peers, and supporting collaboration. However, students' motivation was only moderate (M = 3.47). Although Facebook increased students' interest in learning English (M = 3.76) and motivated participation in discussions (M = 3.67), lower scores were found in writing practice (M = 3.29), assignment enthusiasm (M = 3.33), and intention to continue using Facebook (M = 3.24). The study implies that Facebook can be used as a supplementary EFL learning platform, but its motivational effect depends on structured tasks, teacher feedback, and clear instructional guidance.

Keywords: EFL learning, Facebook, learning motivation, social media, student perception

1. Introduction

The integration of digital technology has changed the ways English as a Foreign Language (EFL) is taught and learned. Social media platforms allow learners to access English content, interact with peers, and participate in language-related activities beyond classroom boundaries. Recent studies indicate that social media can provide authentic input, interactive communication, and flexible learning opportunities, although its effectiveness depends on how it is pedagogically organized (Mitrulescu, 2024; Wati et al., 2024)

Facebook remains relevant for EFL learning because it provides

discussion groups, comment features, file sharing, and instant interaction. These features can support collaborative learning and provide opportunities for students to practice English in a less formal environment. Previous research has reported that Facebook-based activities may encourage writing practice, peer feedback, confidence, and participation in language learning tasks (Francis & Padmanathan, 2023; Friatin, 2018).

Students' perception is an important factor in technology-supported language learning because learners are more likely to use a digital platform when they consider it useful, accessible, and supportive of learning. This view is consistent with the Technology Acceptance Model, which explains that perceived usefulness and perceived ease of use shape users' acceptance of technology (Davis, 1989). In EFL contexts, positive perceptions of digital learning tools have been associated with students' willingness to participate and their motivation to learn English (Sihombing et al., 2023).

Motivation also plays a central role in EFL learning. It refers to the internal and external drives that influence students' interest, effort, persistence, and confidence in learning a language. EFL learners may be motivated by personal interest, enjoyment, academic requirements, career goals, or social interaction. Research on EFL motivation shows that both intrinsic and extrinsic factors contribute to students' willingness to engage in English learning activities (Erniyati & Putra, 2022; Mekheimer, 2025).

In social media-assisted language learning, perception and motivation are related but not identical. Students may perceive Facebook as useful for accessing materials and communicating with peers, but this perception may not automatically lead to sustained motivation or consistent language practice. Studies on social media learning suggest that students' engagement can be reduced by distraction, lack of structured tasks, and limited teacher guidance (Ningrum & Apoko, 2025; Wati et al., 2024).

Based on this issue, the present study investigates undergraduate students' perceptions and motivation toward EFL learning through Facebook. The study addresses two research questions: (1) How do students perceive the use of Facebook in EFL learning? and (2) How motivated are students to learn EFL through Facebook? The findings are expected to provide practical insights for teachers who intend to integrate social media into EFL instruction in a more structured and purposeful way.

2. Literature Review

2.1 EFL Learning in the Digital Era

The introduction of technology into language teaching has transformed the classroom experience for EFL (English as a Foreign Language) Learners. The digital age has transformed the concept of education for students; they are no longer limited to classroom-based lessons; instead, they can study through a variety of online resources and interactive environments that aid language learning. That is, social networks and the act of sharing information and communicating through social media platforms are very popular among students today for practicing English in real-world, contextually relevant settings.

According to new research, social media offers opportunities for self-practice, genuine interaction, and language learning with others. Through digital platforms, students can interact with other learners, share learning materials, and practice spoken English in real-life communication situations. So, technology-assisted environments can

aid learners in proofreading (or empowering) their language skills and in achieving a greater degree of involvement in the learning process (Mitrulescu, 2024).

Additionally, social media-based learning environments promote self-directed learning and give students access to English learning resources at any time and from any location. Students can investigate language resources beyond traditional classroom instruction, a flexibility that also promotes learner autonomy. As a result, in recent years, scholars and educators have paid close attention to the use of social media in EFL instruction (Nadhirah & Prasongko, 2025).

2.3 Facebook as a Learning Platform in the EFL Context

Facebook is one of the many social media sites that have been extensively investigated as a possible language-learning aid. Features include discussion groups, comment sections (both of which can help with simultaneous interpreting), multimedia sharing, and instant chat. These features enable students to write in English with their peers, respond and participate in debates, and express themselves.

Studies say Facebook can help language skills, particularly writing and communication ability. Facebook-based learning activities boost students' confidence when speaking English and contribute more to discussion than face-to-face classes. Besides, the platform is based on casual communication, which decreases students' anxiety while speaking in a foreign language (Francis & Padmanathan, 2023).

Research indicates that Facebook and similar tools are improving our language skills, especially those associated with long-form writing and professional communication. Participation in Facebook-based learning activities builds confidence in presenting their arguments in English and encourages them to share their opinions. Additionally, the platform promotes informal conversations, leading students to become less wary and therefore less afraid of speaking a language with which they are initially not very familiar (Fadilah, 2022).

2.4 Students' Perception of Technology-Supported Language Learning

Perception is a psychological factor that influences how students perceive the education and its components. The "Perception under an educational context" section denoted students' attitudes, beliefs, and interpretations of the learning process, educational material, or teachers' instructional practices. Higher engagement and participation in learning activities are frequently the result of favorable opinions about a learning instrument.

According to several surveys, students' opinions of technology-based learning platforms are typically favorable. Social media is considered more user-friendly, conducive to new ideas, and interesting, factors that encourage students to devote themselves to learning. When students believe these technologies are practical and have easy access to them, they are more likely to incorporate digital tools into their learning habits and their individual study of language resources (Samosir et al., 2025).

In addition, students' perceptions of learning technologies could influence the effectiveness of instructional strategies. If students see that a digital tool will assist them in learning, they are more likely to be interested and engage with the target language. Therefore, to evaluate the effectiveness of technology integration in language acquisition, one

needs to understand students' perspectives (Kanokpermpoon, 2025).

2.5 Motivation in EFL Learning

It is well known that one important factor affecting our second-language learning is motivation. It refers to the internal energy that drives students to initiate, carry out, and complete language learning activities. Motivated learners tend to try harder and practice more language skills in the face of learning challenges.

This explained that in the field of EFL learning, there are intrinsic and extrinsic motivations. Intrinsic motivation comes from learners' fascination with learning a language, while extrinsic motivation is influenced by external factors such as academic requirements, professional opportunities, or social pressures. Both forms of motivation have a significant impact on students' language acquisition.

Technology-based learning environments that provide effective and exciting learning opportunities, such as collaborative games, have been shown to boost student motivation. Digital platforms enable learners to interact and collaborate with others while accessing online tools for foreign languages, thereby increasing their interest and motivation to learn. Therefore, highly motivated students will participate more freely in English-learning tasks and advance their language skills (Mekheimer, 2025).

2.6 Relationship Between Perception, Motivation, and Social Media Learning

Based on prior research, students' perceptions of educational technology can significantly influence their motivation to learn. A platform is helpful, amusing, and motivating for the students to participate in learning activities. Conversely, negative perceptions of educational resources could undermine students' motivation and engagement with the material.

When it comes to social media-assisted language learning, favorable attitudes towards social media sites such as Facebook encourage students to speak English more frequently, participate in online discussions, and use their language skills beyond the classroom. Research to date on the learning of English as a foreign language (EFL) students has further suggested that using a computer-mediated communication approach with social media influences, above all, students' motivation, self-confidence, and interest in speaking English as a second language (Fadilah, 2022).

To understand how social media can contribute to productive EFL learning, it is essential to explore students' perceptions and motivations regarding Facebook as a learning platform. Using the knowledge gained from such studies, instructors could devise exciting language learning experiences that align with students' learning styles and technology use.

3. Research Method

This study employed a descriptive quantitative survey design. A survey design is appropriate for describing the attitudes, perceptions, or characteristics of a group by collecting standardized responses from participants (Creswell & Creswell, 2018; Creswell & Guetterman, 2019). In this study, the design was used to describe undergraduate students' perceptions and motivation toward EFL learning through Facebook.

The data source consisted of 21 undergraduate students enrolled in an English Education program at UIN Sultan Maulana Hasanuddin Banten. The participants were selected using purposive sampling because they had

experience using Facebook for English-related learning activities, such as accessing materials, joining online discussions, or interacting with peers in English. This criterion ensured that the respondents were relevant to the focus of the study (Sakkir & Eritme Yustika Abrar, 2018).

The method of data collection was a survey, while the technique of data collection was the distribution of an online questionnaire through Google Forms. The questionnaire link was shared with eligible students, and the respondents completed the items based on their own experience of using Facebook in EFL learning. The collected responses became the primary data of the study (Ika Dhamayanti, 2021).

The instrument for data collection was a closed-ended questionnaire consisting of 16 statements. Eight items measured students' perception of EFL learning through Facebook, including perceived usefulness, accessibility, interaction, collaboration, and learning effectiveness. The other eight items measured students' motivation, including interest, participation, confidence, writing practice, persistence, and intention to continue using Facebook for English learning. All items used a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) (Boone, 2016).

The data analysis method was descriptive quantitative analysis. The technique of data analysis involved calculating the mean score of each questionnaire item and the overall mean of each variable. The mean scores were interpreted using the following categories: 1.00-1.80 = very low, 1.81-2.60 = low, 2.61-3.49 = moderate, 3.50-4.20 = high, and 4.21-5.00 = very high. This categorization helped the researchers describe the general tendency of students' perception and motivation.

The research results are presented using tables and descriptive explanation. The tables display the mean score and category of each item, while the narrative explanation interprets the findings based on the research questions. This presentation method allows the results to be read concisely and connected to the discussion of relevant studies.

4. Result and Discussion

4.1 Respondents' Profile (Result)

The data were obtained from 21 undergraduate EFL students who had experience using Facebook in English-related learning activities. Their experience included accessing learning materials, participating in discussions, and communicating with classmates through Facebook. This background supports the relevance of the respondents to the research objectives.

4.1.1 Students' Perceptions of EFL Learning through Facebook

To answer the first research question, students' responses to eight perception items were calculated using mean scores. The results are presented in Table 1.

Table 1. Students' Perception of EFL Learning through Facebook

No	Statement	Mean	Category
1	Improves understanding of English material	3.62	Moderate
2	Provides meaningful interaction	3.52	Moderate
3	Facilitates collaborative learning	3.76	High
4	Materials are accessible and organized	3.86	High
5	Supports timely feedback	3.71	High
6	Improves overall learning experience	3.67	Moderate
7	Effective complementary platform	3.62	Moderate
8	Contributes to language development	3.57	Moderate

Mean overall: 3.67 (Moderate–High)

Table 1 shows that students' perception of Facebook in EFL learning was high, with an overall mean score of 3.67. The highest mean score was found in the item related to accessible and organized materials (M = 3.86). Collaborative learning (M = 3.76) and timely feedback (M = 3.71) also received high scores. These findings indicate that students perceived Facebook as a practical and supportive platform for accessing materials, interacting with classmates, and receiving feedback in EFL learning.

4.1.2 Students' Motivation in Learning EFL through Facebook

To answer the second research question, students' motivation was analyzed through eight questionnaire items. The results are presented in Table 2.

Table 2. Students' Motivation in Learning EFL through Facebook

No	Statement	Mean	Category
1	Increases interest in learning English	3.76	High
2	Motivates participation in discussions	3.67	Moderate
3	Encourages writing practice	3.29	Moderate
4	Willingness to spend extra time	3.43	Moderate
5	Feedback improves motivation	3.57	Moderate
6	Builds confidence in expressing ideas	3.48	Moderate
7	Enthusiastic about completing assignments	3.33	Moderate
8	Intention to continue using Facebook	3.24	Moderate

Mean overall: 3.47 (Moderate)

Table 2 shows that students' motivation to learn EFL through Facebook was moderate, with an overall mean score of 3.47. The highest score was found in the item related to students' interest in learning English (M = 3.76), followed by motivation to participate in discussions (M = 3.67). However, writing practice (M = 3.29), assignment enthusiasm (M = 3.33), and intention to continue using Facebook (M = 3.24) received lower scores. These findings suggest that Facebook can attract students' interest, but it is less effective in maintaining deeper and long-term learning motivation.

4.2 Discussion of Findings

The results show that students' perception of Facebook in EFL learning was higher than their motivation. The overall mean score for perception was 3.67, which falls into the high category, while the overall mean score for motivation was 3.47, which falls into the moderate category. This pattern indicates that students recognized the usefulness of Facebook as a learning support platform, but they were not equally motivated to use it for sustained language-learning activities.

The high perception score can be understood through the Technology Acceptance Model. Students are more likely to accept a digital platform when they perceive it as useful and easy to use (Davis, 1989). In this study, the highest perception item was accessibility and organization of learning materials (M = 3.86), followed by collaborative learning (M = 3.76) and timely feedback (M = 3.71). These findings indicate that students valued Facebook mainly because it enabled them to access materials, collaborate with peers, and receive responses in a flexible online environment.

These results are consistent with previous research on Facebook and EFL learning. Francis and Padmanathan (2023) found that students perceived Facebook as helpful for enhancing writing skills, while Friatin (2018) reported that Facebook groups could support students' participation in EFL writing classes. The present study supports those findings by showing that students considered Facebook useful as a complementary platform, particularly for interaction and resource sharing.

However, the motivation results were more moderate. Although Facebook increased students' interest in learning English (M = 3.76) and motivated discussion participation (M = 3.67), the lower scores for writing practice (M = 3.29), assignment enthusiasm (M = 3.33), and intention to continue using Facebook (M = 3.24) suggest that the platform did not fully sustain deeper engagement. This means that Facebook can attract students' attention, but it does not automatically build long-term motivation or consistent learning habits.

The moderate level of motivation supports recent studies showing that social media has both benefits and limitations in language learning. Wati et al. (2024) found that social media provides access to authentic language use and supports communication practice, but it can also create challenges such as distraction and the need for self-discipline. Ningrum and Apoko (2025) also emphasized that social media positively contributes to English learning but should be incorporated thoughtfully into the curriculum because unstructured use may reduce effectiveness.

Therefore, the findings suggest that Facebook should be positioned as a supplementary learning medium rather than the main source of EFL instruction. Its strengths are most visible in accessibility, interaction, collaboration, and feedback (Saputra et al., 2023). To make Facebook more motivational, teachers need to design clear tasks, provide regular feedback, guide online discussions, and connect Facebook activities to classroom objectives. Without structured pedagogical guidance, Facebook may remain a useful social platform but have limited influence on students' sustained motivation to learn English (Ismail et al., 2023).

5. Conclusion

This study examined undergraduate EFL students' perceptions and motivation toward learning English through Facebook. The findings show that students had a high perception of

Facebook as a learning platform, with an overall mean score of 3.67. They perceived Facebook as useful for accessing learning materials, supporting collaboration, enabling interaction, and receiving feedback. However, their motivation was moderate, with an overall mean score of 3.47. This indicates that students' positive perception of Facebook did not automatically result in strong or sustained motivation.

The study implies that Facebook can be used as a supportive medium in EFL learning, especially when teachers need a flexible platform for sharing materials, encouraging discussion, and facilitating peer collaboration. For students, Facebook can provide additional exposure to English and opportunities to practice communication outside the classroom. For teachers and educational stakeholders, the findings suggest that social media integration should be accompanied by clear learning objectives, structured tasks, and active teacher mediation.

Future researchers are recommended to involve larger samples, compare Facebook with other social media platforms, or apply inferential statistical analysis to examine relationships among perception, motivation, and learning outcomes. Further studies may also investigate how specific Facebook-based activities, such as guided writing tasks, peer feedback, or group discussions, influence students' motivation and language performance over time.

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