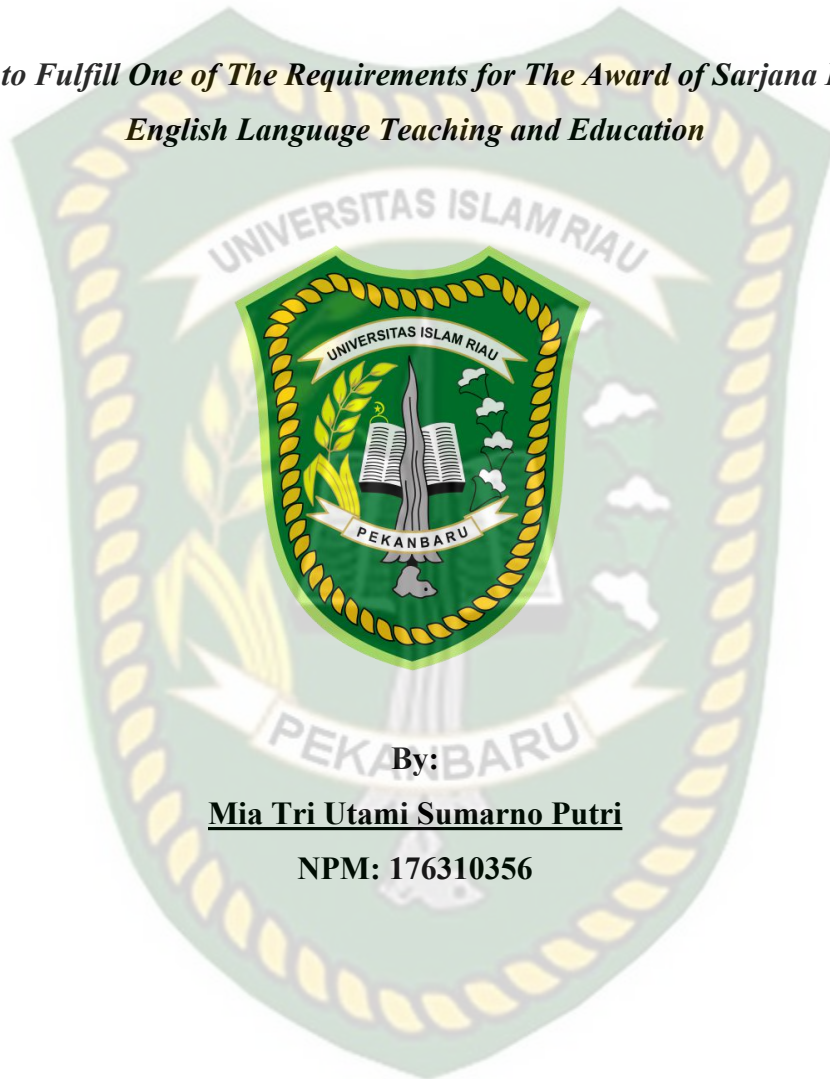


**AN ANALYSIS OF SOCIAL MEDIA TOWARD  
STUDENTS' WRITING ABILITY AT ENGLISH STUDY  
PROGRAM IN ISLAMIC UNIVERSITY OF RIAU**

**A THESIS**

*Intended to Fulfill One of The Requirements for The Award of Sarjana Degree in  
English Language Teaching and Education*



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**2021**

## ABSTRACT

**Mia Tri Utami Sumarno Putri, (2021): *An Analysis of Social Media Toward Students' Writing Ability at English Study Program in Islamic University of Riau.***

**Keyword: Social media, writing ability and learning media**

*This study aims to find out the benefit of social media toward students' writing ability at English study program in Islamic University of Riau. It studies and analyzes students' habit of using social media and the benefit that they gain from it towards their writing ability.*

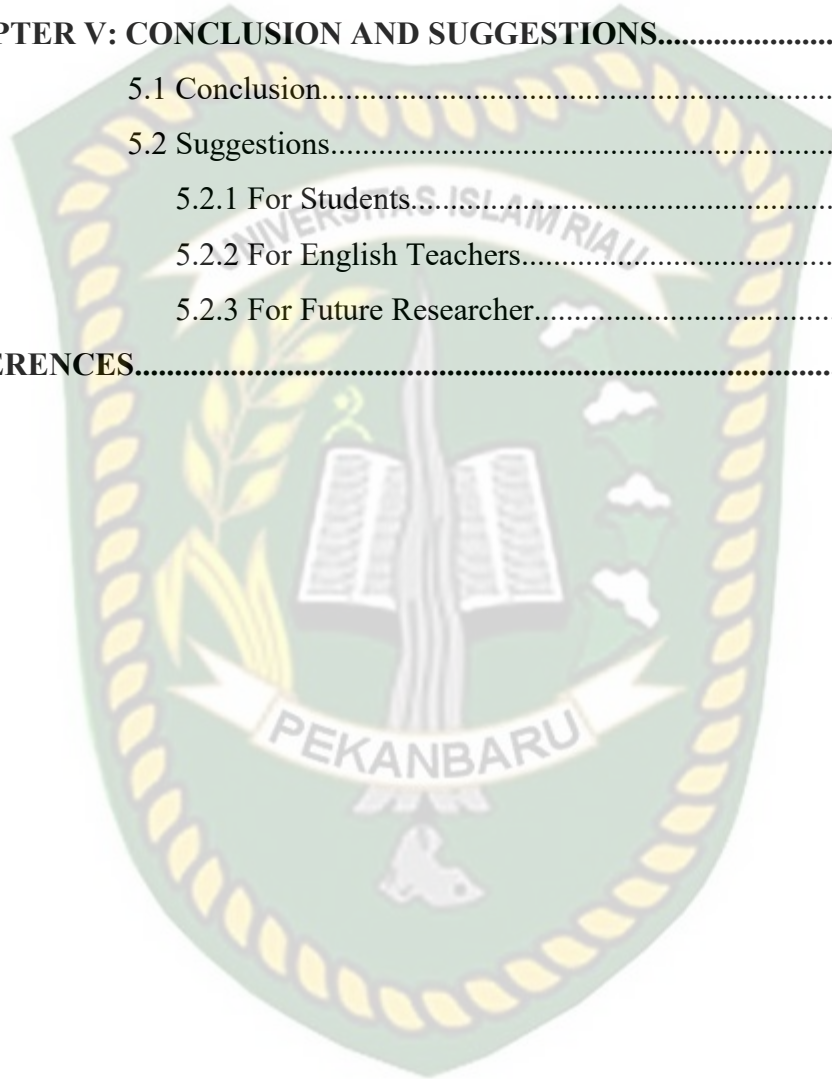
*This study used a descriptive quantitative method. The instrument that are used are Questionnaire and writing test. it aims to measured the activity level of the eighth-semester students at the English education department at the Islamic University of Riau on social media and their writing ability, along with the benefit that they gain especially regarding writing skills. The benefit that were studied were then divided into five section such as; organizing idea, content, grammar, vocabulary and mechanics.*

*Based on the positive outcome of the research, writer concluded that social media can give tremendous benefit to students especially towards their writing skill. Based on the data, students that are more active in social media tend to have a better writing ability than students that are not, with 82.08% writing score for students that are very active in social media, 77.81 for more active, 70.25% for active students, and 65.25 for students that are less active in social media.*

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the problem

The development of technology has impacted the 21st century in many ways, and has specifically impacted education. Students now have unlimited resources to further educate themselves – library resources, search engines, online education facilities, and more. Social media has participants in nearly every age group, race, class, ethnicity, culture and socioeconomic background. Social media is a great place for pupils to express themselves because it encourages distinctiveness, Social networking sites (i.e.: Facebook), microblogging apps (i.e.: Twitter) and content sharing apps (i.e.: YouTube, Snap Chat, Tumblr) have become such an ingrained part of society that people check their phones constantly throughout the day, at work, even while eating.

In the process of teaching and learning English, there are four skills that must be mastered by learners, namely listening, speaking, reading, and writing. One of the skills that considered to be the most difficult skill to master is writing. The difficulty lies not only in generating and organizing ideas but also in converting those ideas into a readable text. The skills that are involved in writing are highly complex. To master writing, second language writers have to pay attention to their ability of planning and organizing as well as their ability of spelling and giving punctuation. Writing is one of the productive skills which need to be learned by language learners. They learn writing as an essential component not only for their academic practice but also later in their professional life. Later on, they will have appropriate background knowledge about writing.

Technology have the potential to help society develop, but it could also hurt the society itself. Social media can be easily used in a negative and destructive manner, but if it is utilized in a controlled manner, there are a lot of positive aspects to it that far outweigh the negative effects. With the increasing number of

social media sites in existence and the increasing number of registered users, therefore there is no doubt that social media is influencing the writing and speaking of the students. It will become new challenge for teachers to make sure students comply to the rules of language and guide them so they are capable of distinguishing the formal and informal way of communication so that students can utilize it appropriately.

The main reason for the researcher to choose this topic is due to the increase of the social media use by students and the decrease of media or platforms to practice and learn English, especially now that English is no longer a mandatory subject for elementary school students, the students are expected to be more creative and innovative to find a place to practice and use English such as social media. social media can also be used to promote self-directed learning, students need to be prepared to search for answers and make their own decisions independently. When reinforced in a classroom setting, these social media skills can be guided and refined to produce better learning outcomes and critical awareness for students.

Essentially, the main function of language is as a means of communication. With language learning, students are directed to communicate skills, both oral and written. To master English, students must be able to master four English skills; speaking, listening, reading, writing. In this case, speaking ability is not enough because not all communication activities can be conveyed in the form of speech, but sometimes it requires writing skills. One way to express ideas and feelings is in writing. Writing is the result of writing activities. Writing is the process of conveying ideas on a piece of paper where this activity aims to produce a good writing by each writer in this case the intended student is. Therefore, the ability to write is an important ability for students to have.

The main differences between this research and other researches that already been conducted before is the subject which is the university Islam Riau's English students and the media that the writer used to observe which is twitter and

Instagram. The writer also try to find the learning aspect of social media that are applicable in teaching and learning process. The aspect that are sometimes hard to notice and seems insignificant such as simple chatting or writing statuses in social media that are basically very common to do by almost everyone that are active in social media. And turn it into an activity that are beneficial towards student English skills, especially the writing skills.

Since 1990, the Internet is growing at an overwhelming pace, and the growth is still continuing. The birth of the Internet has provided tons of advantages by establishing connections around the world. With the emergence of the Internet, plenty of new industries had been created, such as online advertising and e-commerce. Without exception, tons of social networks were emerging as well. In the beginning, simple online communication tools such as e-mail and MSN were developed to ease international communication. Within several years, these communication tools had been innovated and advanced into a more complex platform with hundreds of different features, but the ultimate goal was remained, to establish the connection between every human. These freshly created platforms were categorized as social networks. Facebook, Google+, and Twitter are currently the most prominent social networking sites in the world, with billions of registered users and tremendous daily traffics.

Facebook, Instagram, Twitter, and many other social media platforms are competing in giving the best services to their user. The presence of social networking sites has quickly become a very popular medium. most of the students in this generation are born and have grown up with social media and do not know life without them. Students usually use social media for a variety of reasons, including communication with friends and family members, information seeking, and social relationship maintenance, among others. The ability of social networking sites to reach audiences that are not limited by geographic and economic conditions can become a new medium that can be used as a platform to learn and practice English.

There are ten main criteria of a good writing: a clear point, length, back up of point, time, logical, good grammar, English, and spelling, readers become engaged, rules are broken, influence and from their heart, not just created to profit or for gains. Based on the theory above, the criteria is also important things be thought by people in order to get a good writing. So, when the readers read it, they can get a good idea of how the writer feels about what they are writing about, even though no clear evidence is given in writing itself. Basically, it provides details about characteristics of people, places, and things. The details are used to help the reader in creating a mental picture.

When “languages” and “social networks” were put side by side, nothing interesting will be observed. But there were studies that claimed the usage of social networks was strongly bonded with users’ English proficiency. Despite the huge amount of languages on this planet, English is still the most commonly used language when it comes to the Internet. The tremendous growth of social networks was accompanied by a series of new jargon called Internet slang. This language is commonly used on the Internet, mainly to quicken communications or express emotions. The usage of Internet slang is undeniably useful, but it also brought negative impacts on some users. On the other hand, some researchers stated that social networks bring more good than harm. The relationship between social networks and language is filled with question marks. This study is conducted to find out the exact answer to this question.

To sum it up, this study sets out to examine whether the usage of social networking sites have any benefit towards students’ writing skills. In the modern era of electronic devices such as personal computers, tablets, and smart phones that have caused the development of English language to accelerate and expand faster along with the growth of social networks. the Internet has revolutionized English language by making misspelling and new slang acknowledged as its own languages. So for students that are using English as their primary language to



study and collect information, it is important to keep up so they can utilize it effectively and appropriately.

## 1.2 Identification of The Problem

Based on the background above, the researcher found some problem that might be encountered by students. The first is the activity of students at English Education department of UIR with Social media and the Influence of social media towards students motivation and confidence to learn English and practice it with other people. social media can have a positive impact towards students' motivation and confidences in a way that it motivated them to talk with multiple people from various countries, but it can also have negative effect such as cyber bullying and other negative influence.

Second, the students lack of vocabulary in English. it is difficult for students to memorize a new word if they don't use it regularly. by using social media students can make use of the platform and utilize it not only to practise their vocabulary but also to broaden their word choice and get used to use proper grammar.

Third is the platform, most of the students' don't really have a place to express themself and use English. the lack of platform/media to practice and communicate in English for students in real world can hinder their progress in learning English. Nowadays, almost all of the media that are available in the internet are already translated into Bahasa Indonesia, while it helps some people to access it, but at the same time it is making people lazier to study English and practice it.

Another problem that students may encounter such as slang and abbreviation that are used in social media that are may or may not formally recognized by English Dictionary can cause confusion to some people or certain demographic, so it is our job as an educator to educate them to use a proper term in a proper setting.

### **1.3 Limitation of The Problem**

Based on the problems above, the researcher limit the problem into the social media presence and the writing ability, specifically descriptive text for the students in English Education department of FKIP UIR and the media that the writer focusing on is mainly Facebook and Instagram. The indicator for this research are social media presence, organizing Idea, grammar, mechanics and vocabulary

### **1.4 Formulation of The Problem**

In this research study, the researcher formulate the problem as follows:  
What are the benefit of social media towards students' writing ability at the English Education department of FKIP UIR ?

### **1.5 Objective of The Research**

Based on the research question, the purpose of the research were:  
To find out the benefit of social media towards students' writing ability at the English Education department of FKIP UIR.

### **1.6 Significance of The Research**

1. For the students

To help students especially the students of Islamic university of Riau to solve their problem in writing and improve their writing skill while using social media.

2. For teachers

To help teacher in developing teaching and learning process with social media to develop students writing skill.

3. For the researcher

To fulfill one of the requirement for the award of sarjana degree of education in English study program of education and teacher training faculty Islamic university of Riau.

## 1.7 Definition of the Key Terms

### 1. Social Media

A social network site is a networked communication platform in which participants have uniquely identifiable profiles that consist of user-supplied content. first of all, it needs to content provided by other users, and/or system-level data; secondly, it has to be able to publicly articulate connections that can be viewed and traversed by others; and last but not least, can consume, produce, and/or interact with streams of user-generated content provided by their connections on the site. (2013: 158; original emphasis)

### 2. Learning Media

According to Daryanto (2013: 6), learning media is anything that can be used to deliver the message (study materials), so it can stimulate attention, interests, thoughts, and feelings of students in learning activities to achieve learning objectives.

### 3. Writing Ability

According to Barli Bram (1995:7) writing ability is capacity of someone to produce written message from words, into sentences, into text, into coherence whole where the readers can understand the meaning.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Relevance Theories

This chapter discusses the relevant literature and theories regarding social media and writing that support this research.

##### 2.1.1 Social Media

Social media is a convergence between personal communication in the sense of sharing between individuals (to be shared one-to-one) and public media to share to anyone without any individual limits (Sari, 2017: 5). Sari (2017: 5) also defines social media as a medium on the internet that allows users to represent themselves as well as interact, work together, share, communicate with other users, and form a virtual social bond. So, it can be concluded that social media is a medium to interact, communicate, and share with friends or everyone in the world by using internet. Social media is an interesting application so that many people like it very much. It provides convenience for people or users to communicate, interact, and connect each other wherever and whenever.

Recently, almost everyone has social media. There are various kinds of social media and each person may have at least more than two social media. Many internet users are social media enthusiasts. They can easily access the social media via mobile phone. There are many kinds of social media such as twitter, Facebook, Whatsapp, BBM, path, line, Instagram and many others. For this research, the researcher will focus on Facebook and Instagram as the main media to observe.

#### 1. Facebook

Facebook, the most popular SNSs in the world was established in 2004 and served as a bridge to meet new people and stay connected with the people you already knew. Facebook was originated in University of

Harvard. Hundreds of personal information can be displayed to public such as interest, hobby, favorite movies and songs, relationship status, age and so forth.

Studies showed that, the top SNS could be utilized as a teaching tool to improve users' English reading and writing ability. However, the instructors have to embed Facebook as an educational project with solid learning objectives to guarantee the positive result. Studies showed, teenagers and children that contributed huge portion of time on internet activities were generally facing a similar problem which is difficulty to concentrate in class. These people were usually consistently distracted and have shorter attention spans.

Besides this, the young generations are forgetting the importance of real life experience and face-to-face interactions. Therefore, if youngsters are spending hours on SNSs, hundreds of negative effects could be observed easily such as low in concentration during class and difficulty to communicate. In the worst scenario, students can become isolated from the society or any places without digital access. despite social interaction barriers, Facebook also brings significant effects on language proficiency. When users use Facebook as an equipment for educational purpose by exploring the site using English language, great opportunities arise for users to learn English language with millions of users at the same time.

Furthermore, Students are able to gain unlearned knowledge after various interactions with other users on Facebook. When students received direct or indirect advises in Facebook, it can be used for language enhancement purpose. Moreover, when students are having discussions in Facebook, their real identities are not compulsory, providing a more relaxed mentality and encourage interactions with errors. With the exposures of errors, instructors are able to pinpoint them

and correct the errors, which is ultimately beneficial for the users. (Murphy, 2009). Besides students, Facebook also provides benefits to teachers. Facebook would be served as a link between students and instructors to share teaching materials, upcoming events, useful links and so forth.

## 2. **Instagram**

Instagram is an application developed by Kevin Systrom and Mike Krieger under the auspices of the company they started themselves, namely Burbn.Inc. After that their shares were acquired by the big company Facebook in 2012. At first in Indonesia people used Instagram only for entertainment and to share moments of themselves with others, but over time Instagram has a multi-function as a means of sharing and disseminating information that occurs in society quickly (Maruf, 2017: 2-3).

According to Winarso (Maruf, 2017: 8) Instagram can be interpreted as an application that can be used by the Android device operating system, iOs, or Windows Phone where the user can easily photograph objects and edit the image taken or other saved images, the user also can upload or download the images on their own account. Instagram is actually taken from the word instant / insta because it is like an old camera (Polaroid camera) that was famous for its “instant photos”. In line with this Instagram comes from the word instant and telegram, which functions to share photos with other people (followers) by quickly using the internet network. Instagram has the advantage in terms of appearance that is easy to understand even by ordinary people. Instagram only has five main menus, namely take photo, home page, news feed, popular and profile.

After its launch in 2010, Instagram rapidly gained popularity, with one million registered users in two months, 10 million in a year, and

1 billion as of June 2018. In April 2012, Facebook acquired the service for approximately US\$1 billion in cash and stock. As of October 2015, over 40 billion photos had been uploaded. Although praised for its influence, Instagram has been the subject of criticism, most notably for policy and interface changes, allegations of censorship, and illegal or improper content uploaded by users(Wikipedia, 2021).

### 3. Twitter

Twitter is an online social networking and micro-blogging service that allows its users to send and read text-based messages of up to 140 characters. but on November 7, 2017 it increased to 280 characters known as tweets. Twitter was founded in March 2006 by Jack Dorsey, and the social networking site was launched in July. Since its launch, Twitter has become one of the ten most visited sites on the Internet, and has been nicknamed "the short message of the Internet." On Twitter, unregistered users can only read tweets, while registered users can write tweets through the website interface, short messages (SMS), or through various applications for mobile devices.

Twitter experienced rapid growth and quickly gained worldwide popularity. As of January 2013, there are more than 500 million registered users on Twitter, 200 million of whom are active users. The spike in Twitter usage generally occurs when popular events occur. As of early 2013, Twitter users were sending out more than 500 million tweets per day, and Twitter handled more than 1.6 billion search queries per day. This has caused Twitter's position to rise to the second rank as the most visited social networking site in the world, from the previously ranked twenty-second.

#### 2.1.2 Social media as learning media

Learning media can be used as a tool to help students overcome the difficulties in learning a language. One of the media which can be chosen is

the social media. Nowadays, the internet are a common and easy-to-use things, the advance of technology should be utilized properly by everyone especially students. Social media which is an example of technological advances can be utilized for many things, especially learning. The social media can be used to study the English language effectively. Students may get many English lessons from the internet such as grammar, vocabulary, idioms, and so on.

Due to the development of information and communication technology, the use of mobile phones is increasingly widespread. It can be seen that almost everyone has a mobile phone including children. Many children are currently very active on the internet. By using the internet, the children can access a lot of applications such as websites, games, YouTube, blogs, and social media. Unfortunately, many parents gave too much freedom to their children in using mobile phones and accessing the internet without being supervised. Children and teenagers dominate the use of the internet and social media in the world. Social media becomes one of the applications which is mostly accessed by people especially teenagers.

Along with the development of the technology that are implemented in the teaching and learning process, it is imperative for the lecturer to consider social media as a learning media. especially nowadays when most of the students are in the age of active social media users. not only that it can help them learn as a learning media, but also warn them of the negative impact that can be caused by social media and educate the students further about it.

### **2.1.3 Benefit of Social Media**

There are a lot of benefits that can be gain from social media, such as increase in students' collaborations (Suwannatthachote & Tantrarungroj, 2012; Lampe et al., 2011), Students become friends with their classmates on social media and are more likely to collaborate on projects. This can lead to higher retention rates as students become more connected to the institution



and their peers. Faculty can use social media as a way to get students to participate. Many students are naturally shy in person, and many may not speak up in a classroom, but that may not be the case on social media. Today's students grew up on social media, and for many, it is the natural way to interact. Faculty can ask questions on social media such as Facebook, and students can answer those questions, by including a specific hashtag. This not only allows the faculty to find the student answers but also allows other students to see what others are answering and create a dialog.

Many learning management systems incorporate a discussion board to accomplish the educational pedagogy, but it is just as useful if not more by using a social media platform in education. Social Media can be helpful in team projects. Many colleges stress the importance of the soft skill of working in groups. Social Media sites can be helpful to increase this ability as the students can hold meetings in real-time and work on their projects. This enhances the likelihood that they will also spend time together working on projects and may not have to make time to meet in person all the time as the project progresses. Having teams work together using social media only strengthens advantage one and two of your educational activities. Social media can provide a richer experience for resources.

#### **2.1.4 Nature of Writing**

Writing skills are very important because they support people to get their point across without having to be physically present. Many companies have their first impression of a potential employee writing what they feature on their resumes, cover letters, and email communications.

The skills written down affect the quality of your work and how others perceive your professionalism, which can have a direct impact on your ability to be interviewed and excel at work. Written skills are transferable, so developing a solid understanding of the writing process helps you maintain clear communication and accurate documentation in any workplace.

Related to the students' writing in Descriptive text, there are some common problems faced by the students. Bahri and Sugeng (2009: 15) state some common problems faced by the students in writing review text. First is grammatical problems in which the students can't use tenses correctly. Second is the problem related to organizing idea in which the students can't organize the idea well. Third is the problem in paragraph organization in which the students get confused in writing orientation and interpretative recount. The last one is the problem in vocabulary in which the students use inappropriate words.

Writing skills include all the knowledge and abilities related to expressing ideas through the written word. The ability to clearly communicate ideas through writing is in high demand for employers in any industry. Well-written documents, emails and posts can persuade customers to purchase a product or convince investors to partner with a company.

Technical knowledge regarding writing conventions, style guides and formatting for different situations are also an integral part of writing skills. Knowing what situations call for different styles of writing and being able to set an appropriate tone over text are both considered important skills that any person can use at any given situations.

### **Definition of Writing**

There are many different definition about writing given by experts. according to Tarigan (1985:5) writing is productive skills for writing an indirect communication and the nature of the character is very different from that expressed by speaking directly, therefore writing is included an ability, according to Harmer (2004) writing is a form of communication to deliver thought or to express feeling through written form.

Suparno, Jonah (2006:14) said that writing is a series of activities going on and involve several phases, the preparatory phase, the content development and review, as well as revisions or improvements posts, Jonah (2006:29) argues that writing can be used as an indirect means of communication to others to convey information. Activities is not easy to write because writing should be able to produce something new and can give you an idea or ideas to the reader through writing. another definition of writing is proposed by Nation (2009:112) who states that writing is an activity that can usefully be preferred for by work in other skills of listening, speaking, and reading. This preparation can make it possible for words that have been used receptively to come into productive use.

From the explanation above, the writer concludes that writing is more than a medium to communicate and to convey ideas, but also as an identity and a way of thinking. Because of that it is not easy to just be able to write, it need hard works and practice to be able to master it.

### **Problems in Writing**

English is undeniably important and had been recognized as an international language since decades ago. The origin of English is apparent due to the studies conducted by archaeologists, a finding stated that “The oldest known writing of the real Old English words appears was found in 1981 at Undley Common, Suffolk. It was formed by two words which were “mægæ medu”, written in Anglo-Saxon version of the runic alphabet, the meaning of these words are “reward for a kinsman”. These words were expected written between AD 450 to 480, which was not long after English was separated from the Continental Germanic languages. Before 1981, a roe-deer anklebone found in Norfolk and bearing a single word interpreted as “roe-deer” which was also written in the fifth century, it was a common finding that used by people as a 12 prove on the study of old English.”(Sampson, 2014). Therefore, we can assume that English Language was originated in fifth century. However, the growing transformation of

culture and technology has made the world concern about efficiency and effectiveness.

The English Language is different from the past, it had been separated into two categories which were Old English and Modern English. Old English, was used by the Anglo-Saxons in the ancient England and Scotland during the mid of fifth century (Crystal, David, 2003). On the other side, a research from Otto Jespersen stated that, Modern English, was spoken since the Great Vowel Shift in England (Labov, William, 1994), which began in the late fifteenth century. Proficiency of language can be defined as the ability of an individual to perform and speak a particular language. Hence, English proficiency is the ability to speak, read and write in English. In order to attain high language proficiency, one should be able to have advanced abilities in all three areas of communication. There are tons of methods to test English proficiency.

The problems faced by the students in writing Descriptive text was caused by some factors; the factors are interference of first language, the complexity of the target language and lack of knowledge about writing components (Saadiyah, 2009: 21). Interference is derivation form of the language norm which occurs in the speech of bilingual as the result of familiarity with more than one. Liu (2001: 35) states that interference can be said as the negative transfer. Liu explains that if the use of the first language benefits the learning tasks of the second language called positive transfer, however, if it disrupts the performance of the second language task it is called interference as the negative transfer.

Certain aspects in English are difficult for some learners. It may be caused by the rules of their native language which are quite different from English and even more complex than their native language. The learners don't master the English structure well and are not able to use rules of the components and elements of second language. Maros (2007:215) says second

language learning is the process that is clearly not unlike first language learning in its trial and errors nature. It means that the second language learning is different from first language learning. Furthermore, Liu (2001:36) states the learners get difficulty in writing because they use different forms from first language and the second language in delivering their ideas, feelings or messages, so they need to have considerable amount of time to be able to master the target language well. They need to know the rules of the second language.

### 2.1.5 Components of Writing

The learners should have the knowledge about the components of writing. If the learners have less knowledge about the components of writing, they can't express ideas and provide information well to the readers (Saadiyah, 2009:23). Because of less knowledge about the components of writing, the learners will face some problems in writing. Therefore, the components of writing is very important to be taught to the students in order to get good writing. Related to components of writing, there are some theories from experts.

According to Harris (1974:68-69) there are five general components of writing, they are; content, form (the organization of the content), grammar, style (the choice of structures and lexical items to give a particular tone or flavor to the writing), and mechanics. In addition, Jacob, et.al (1981:90) also divide writing into five components. However the components do not include style as one of writing components. Below are components of writing according to Jacob; content, organization, vocabulary, language use, and mechanics. In addition, Hughes (2003:100-102) and Starkey (2004:14) state five components of writing. The components are:

1) organizing idea,

Organization in writing is how ideas are presented. Typically, organization refers to the larger parts of a piece of writing, although it also refers to how paragraphs and sentences are written. The flow of a

piece of writing affects how readers interpret ideas. If the organization does not provide readers with the information they are looking for in an orderly manner, they will quickly lose interest. Unorganized writing makes readers search for the information they need.

2) grammar/ language use,

Grammar explains the forms and structure of words (called morphology) and how they are arranged in sentences (called syntax). In other words, grammar provides the rules for common use of both spoken and written language so we can more easily understand each other.

3) Vocabulary,

Vocabulary is defined as knowledge of words which is considered vital for language development and acquisition and is recognized as an essential factor in writing. It can also describe as the ability to use words in the generation and understanding of sentences.

4) Mechanics.

Mechanics refers to the rules of the written language, such as capitalization, punctuation and spelling. An understanding of both grammar and mechanics is required to clearly communicate your ideas in a paper.

5) generic structure.

The parts of the text depend on the type of writing, the general structure of a text consist of three parts: introduction, body of the text and the conclusion. Every literary work must have a beginning, it could be just a paragraph to express briefly the main idea to anticipate the reader what is about to come.

Nurgiyantoro (2001:306) also stated that there are five components of writing. The first are content, content is the substance of writing, the ideas that the writing's expressed. The second one is form, Form is the organization of the content. Third its grammar, which is the employment of grammatical form and syntactic patterns. Fourth is vocabulary or the choice of structure and lexical items to give a particular tone or flavor to the writing. It is also

called style. The last is Mechanic. Mechanic is the use of graphic conventions of the language.

It is very important for the students to learn and understand about the components of writings in order for them to be able to write down what they want to express. The components of writing also act as the foundation for the learner to be able to write properly. By learning about the components, students are expected to grasp the broad concept of writing and familiarize themselves with the concept of writing itself.

### **2.1.6 The Importance of Writing**

Writing is one of the four language skills that requires a special attention. It is a significant skill in language production as its role is to convey the message accurately and effectively, and its proficiency plays a major role in communication. Writing is the most challenging area in learning the second language (Ferris, 2011). University students are neither knowledgeable nor skilled enough to feel confident to communicate efficiently and effectively, using English as a foreign language. Language teaching has a number of dimensions, which include the development of oral expression, written skills, literature, and creativity (Richards & Rodgers, 2014).

However, Kiuvara, Graham, and Hawken (2009); Al-Jarrah et al. (2019) noted that students do not write very often and most of what they write is classroom-bound. The most important factor in writing exercises is that students need to be personally involved in order to make the learning experience of great value and make learning more meaningful and more exciting. Many of us know that with practice comes perfection, especially when it comes to writing. The more we write, the better we become as writers. Social media can be a tool where students are encouraged to use their creativity combined with personal expression to improve and strengthen their writing.

The reason for teaching writing to the students of English as a foreign language include reinforcement, language development, learning style, and the most importantly writing as a skill in it's own right (Harmer, 2004). Aljawi (2011) states that writing is the most important ability to have. Because when students are able to write they not only improve their writing skills, but also improve other abilities. According to Hairston as quoted by Suadnyani (2009: 2), writing is important because writing can be a means to find something, come up with new ideas, train the ability to organize and clarify various concepts or ideas, train one's own objective attitude, help to absorb and process information, and train to think actively.

Brown (2000:7) states that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand, it can be conclude that teaching writing is not only the job of the school alone. Writing is an essential tool for learning a discipline and helping students improve their writing skills is a responsibility for all students and teachers. Another reasons stated by Brown (2000 : 343-346)"while various genres of written texts abound, classroom writing performance is by comparison, limited, consider the following five major categories of classroom writing performance".

1. Imitative, or writing down

At the beginning level of learning to write, students will simply "write down". English letters, words, and possibly sentences in order to learn the conventions of the orthographic code. Some forms of dictation fall into this category, although dictations can serve to teach and test higher-order processing as well.

2. Intensive, or controlled

This intensive writing typically appears in controlled, written grammar exercise. This type of writing does not allow much, if any, creativity on the part of the writer. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. Guided writing loosens the teacher's control but still offers of stimulators.



Yet another form of controlled writing is dicto-comp. here a paragraph is read at normal speed, usually two or three times. Then the teacher asks the students to rewrite the paragraph to the best of their recollection of the reading. In one several variations of the dicto-comp technique, the reader, after reading the passage, puts key words from the paragraph, in sequence, on the chalkboard as cues for the students.

### 3. Self-Writing

A significant proportion of classroom writing may be devoted to selfwriting, or writing with only the self in mind as an audience. The most salient instance of this category in classrooms is note-taking, where students take notes during a lecture for the purpose of later recall. Other note-taking may be done in the margins of books and on add scraps of paper.

### 4. Display Writing

For all languages students short answer exercises, essay examination, and even research reports will involve an element of display. For academically bound ESL students, one of the academic skills that they need to master is a whole array of display writing techniques.

### 5. Real Writing

While virtually every classroom writing task will have an element of display writing in it, some classroom writing aims at the genuine communication of messages to an audience in need of those a continuum, and in between the two extremes lays some combination of display and real writing.

Writing, as one of the language skills, has given an important contribution to human work. It is not only records spoken language, but it also be used to preserve ideas of great thinkers in the past. There are so many records of recent activities that people can read today, which can also be read in the future. Writing can also be used to convey messages over long distance. It goes beyond school purposes. Businesses require candidates who can write and communicate effectively. Even the digital age has not reduced the need

for writing. Be it emails, online chat conversations, faxes or website updates all these require excellent writing skills.

According to Harmer (2004: 21-22), The importance of writing are:

1. Writing Encourages students to focus on accurate language use because they think as they write, it may provoke well development as they resolve problems which writing puts in their mind.
2. Writing is often used as a means of reinforcing language that has been thought. they use writing skill to make a note about what they have learned while learning process happens.
3. Writing is frequently useful as preparation for some other activity.
4. Writing can be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking.
5. Writing is also used in questionnaire-type of activities. Writing is important to face questionnaire test. In the examination, students are tasked to fill their answer in the form of writing.

The clearer the communication is, the greater will be the chance of a high success rate. it is applicable in any field or any profession, writing skill is required in some part of the journey in life. Moreover, writing also facilitates a person to think better. When student learn how to write, he or she becomes more capable of analyzing what they read, interpret and think.

### **2.1.7 Writing as a media to Communicate**

The communication which is performed through any written document is called written communication. When messages or information is exchanged or communicated in written form is called written communication. It is a word-based communication system. Memos, letters, reports, notes, email etc. Is used to transmit meaning in written communication. According to R. Pal and J.S. Korlahlli (2011), “Everything that has to be written and transmitted in the written form falls in the area of written communication.”

Writing in form of media has been utilize through multiple platforms, it is a way to communicate effectively through the use of print, film, images, etc. With a rich history, beginning in simple forms of documentation, Writing has now become widely spread and an ever surrounding form of communication. The most recent and popular form of Writing in media is currently the Internet and social media, but older versions of media such as newspapers and letters are still prevalent.

The main means of mass communication (especially television, radio, newspapers, and the Internet) regarded collectively. The term medium stems from the plural word, media. Medium is defined as "one of the means or channels of general communication, information, or entertainment in society, as newspapers, radio, or television."

The claims and ideas that currently surround media can be found in many historical echoes. New media often brings out overlooked histories in order to answer the question of where they stemmed from. It is important to acknowledge that 'old' media technologies were once new and held a great significance for their contemporaries for that same reason. Change and continuity is an important aspect of the media that is part of our life today.

The use of media has been apparent since the beginning of the human race. Media dates back to 30,000 years ago during the Upper Palaeolithic age. Cave paintings of Lascaux were the first to show the use of a medium to channel a story or idea. The beginning of oral communication, writing, printing, drawing, and painting led to the production and use of image and communication through new media in the nineteenth and twentieth centuries. These cave paintings appear to hold the seeds of the fax machine, the computer network, the communications of the satellite, the mobile phone, and various other sources. Around 487 BC en route to ancient Greece, we see the use of comedies, theatrical performances, and dramas to convey honor to the

god Dionysus. In 1839, the invention of photography and image making led to the birth of new visual worlds and telematics culture. Moving through time, the internet and social media are currently the most used form of media, and almost everyone from different backgrounds or languages used social media at some point of their life.

In the contrary from what it is expected, today lots of foreign language (English) learners “failed” in mastering English as a means of communication. What is emphasized in this study is the students’ failure to communicate the language they learn speaking in real-life conversation through writing.

#### **2.1.8 Social media and writing**

Learning English is becoming more important in today's world. However, there weren't many students like that have an interest in learning English from academic resources such as starting classes and enrolling themselves at the education center. Since writing is the most difficult skill that needs to be acquired, many disciples met the latter.

Social media integration is the newest media which is used as an innovative way of delegating educational goals. Social media is an interactive platform where users can produce content based on mobile and web technology various sharing activities. Social media has an important impact that is web-based only and is a free, supportive and interactive addition to developing student learning experience in providing networking opportunities.

Student More prone to autonomous learning techniques, such as reviewing and revising. Their writing process allows them to practice good writing including adapting alternatives sentence structure and improper removal of articles. Social media posts expose students to the practice of editing to a limited number of words. That is students need to reduce any

message just to make it fit. social media provides wider opportunities for second language learners.

Previous research has suggested that text related to texting and social media is now creeping into academic writing. The main problems encountered by most studies relate to spelling, grammar, sentence or paragraph structure and formality. Formality becomes a problem because students write papers in a more relaxed tone. In Jamie Perkins' study, she saw that people did not use complete sentences and used a shorthand approach in their formal writing. This also relates to grammar problems where students tend to use internet slang, abbreviations to keep writing short so that it affects their formal writing. This attitude and form of writing is unacceptable for academics and professionals alike. Therefore, this study will find the types of academic mistakes made by students which are manifested by the use of social media for communication. Throughout the data set, researchers are interested in identifying how formal change processes are being altered by the use of SMS on social media.

Technology for developing writing skill Bakeer (2009), clarifies that the teacher is no longer the sole source of content, and the students are able to shape their learning in ways which align closely with the needs of their daily lives. All the above encourage the user to engage with information in English, reading and writing both formally and informally. The use of these techniques can act as a bridge to facilitate communication inside and outside the classroom. These devices can be a powerful teaching and learning device too. Khan, Ayaz & Faheem (2016), in their descriptive study investigated the role of social media in English language vocabulary development at university level. The sample consisted of 36 University Teachers selected via random sampling technique. They concluded that social media role is dominant in vocabulary development of English language at university level.

The role of social media in English language vocabulary development is like the brightness of the day because social media facilitate the English learners to learn new words and phrases and to improve their vocabulary. Social media plays a dominant role in English language learning because it provides opportunities to the English language learners to improve their writing, reading, and similarly, to read new text and phrases to improve their vocabulary. Educators have found that software tools can be extremely beneficial in addressing the needs of English Language Learners.

The unlimited exposure to academic, business and technical texts provides opportunities to increase learners' fluency and comprehension. Text-to speech software can be used alone, or as an enhancement to special purpose programs already in place. Purcell, Buchanan, and Friedrich (2013), conducted a survey on 2,462 advanced placement and national writing project teachers. They find that digital technologies are shaping student writing in myriad ways and have also become helpful tools for teaching writing to middle and high school students. These teachers see the internet and digital technologies such as social networking sites, cell phones and texting, generally facilitating teens' personal expression and creativity, broadening the audience for their written material, and encouraging teens to write more often in more formats than may have been the case in prior generations.

Sakkir, Rahman and Salija (2016) and Al-Jarrah, Talafhah, and Al-Jarrah, (2019), in their study examined students' perceptions of the use of social media in the process of teaching English in a higher institution in Indonesia. Findings from this study indicate that the majority of students showed a positive attitude toward and a willingness to use social media in the writing classroom. However, factors such as large classes, lack of training on the use of the Internet, and the lack of facilities could be possible barriers to the use of social media in the classroom.

## 2.2 Relevance Study

There are many studies performed about the positive and negative effects of social media on the students' academic performances. For example, Mushtaq (2018) alleged that the use of social media can be a good outlet to deal with academic frustrations, especially if the students are in contact with another student that is having the same problem. Social media urge students to get connected with other students, which can be very useful because it will allow them to discuss class matters via social media. Additionally, Bakeer (2009) tried to obtain students' perceptions of how their use of social networking sites influences their academic performances. The researchers performed a preliminary survey of a group of Malaysian university students. It was found that the majority of respondents agreed that social networking sites have a positive impact on their academic performances.

Mensah, and Nizam (2016) described that social networking have a meaningful effect on the students' academic performances. They also pointed out about the abnormal use of social media platforms by students. The study suggested it is useful that universities and colleges in Malaysia educate their students to use these platforms positively for educational purposes which will ultimately result in a positive impact on their academic performance. They also asserted that students more probably affected by social media. To some extent, it absolutely affects the lives of college students counting the grades. They added that social media is attractive as it gives college students another world to make friends, also provides a good way to release pressure. It was also noted that an approach is required to balance the relationship between social media and academic study.

Furthermore, Shahzadi (2020) also support this claim. The results of the experiment on using Social Media to Improve Students' English Writing Skills revealed that using Facebook as a forum for discussion in English helped to improve students writing skills. Moreover, focus group discussion with students

highlighted that students found it as an interesting and motivating experience to use Facebook for writing practice. Most of the students were of the view that it is a new experience of learning writing by engaging in discussion with the peers and teachers through Facebook

Consequently, college students should think more about the balancing of social media and academics. Additionally, the findings of an investigation conducted by Eke, Omekwu and Odoh (2014) among undergraduates in Nigeria showed that there are some benefits come from using social media, which encourages virtual meeting with co-research scholar; self-esteem and wellbeing; Research and learning; strengthening interpersonal relationship; read and write web skills etc. It was also noted that students use social media to communicate with friends, viewing movies, for discussing national issues like politics, economy and religious matters, and for academic purposes.

On the other hand, Heffner and Tara (2016) conducted a study among undergraduates at Rowan University of the USA. The study results described that social media do not have a positive effect on the students' academic achievements. Because the student GPA decreased as much as they were engaged in social media. The study suggested the undergraduate students should manage and monitor their time spent using social media such as Facebook.

In conclusion, based on previous study done by experts it can be concluded that social media mostly have positive impact towards students, especially when used by non native English speaker, mainly because it motivate them to learn English and seek knowledge more actively.

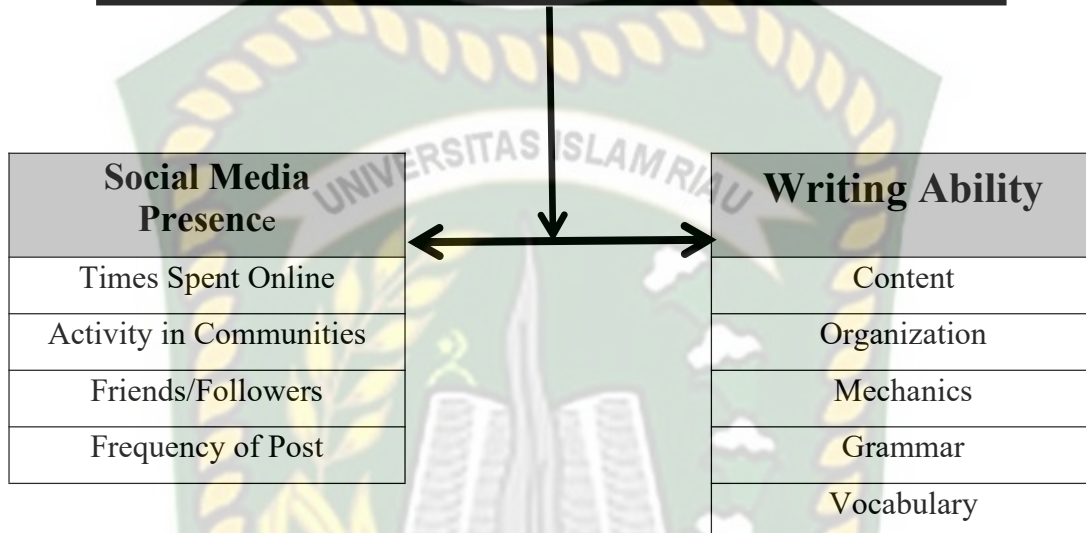
### **2.3 Conceptual Framework**

A conceptual framework is an analytical technique used to get a thorough knowledge of phenomena. It may be utilized in a variety of sectors of work, but it



is most often used to graphically illustrate essential ideas or variables, as well as the relationships between them, that require examination.

**AN ANALYSIS OF SOCIAL MEDIA TOWARD  
STUDENTS' WRITING ABILITY AT ENGLISH STUDY  
PROGRAM IN ISLAMIC UNIVERSITY OF RIAU**



Based on the diagram above, which was adapted from John Latham (2005). The researcher explains the two variables with their indicators. The first variable is social media presence. Social media presence means the frequency in which a user is active in their social media. there are four indicators for social media; the first indicator is the timed Spent Online, the second one is the Activity in Communities, the third one is the number of Friends/Followers, and the last indicator is the Frequency of Post.

For the writing ability, it includes the writing skills of the students. there are five variables; the first one is Content, Content writing is the process of planning. The second is organization, organization is how ideas are presented. The third is Mechanic, mechanics refers to the rules of the written language, such as capitalization, punctuation, and spelling. The fourth is grammar, grammar explains the forms and structure of words and how they are arranged in sentences. The fifth is vocabulary.

## 2.4 The Assumption

This research aims to find out whether students that are active in using social media are better at writing than students that are not active in social media in the eighth semester of the English Language Education study program of FKIP-UIR. For the assumption of this research, the researcher believed that students that are more active in social media tend to be better at writing than those that are less active. this is because by being active in social media, students can learn to write and communicate with different people from around the world. students can also practice their English, increasing their vocabulary and grammar understanding from doing practical writing directly from the social media.

## CHAPTER III

### METHODOLOGY OF RESEARCH

#### 3.1 Research Design

Research design is the set of procedure and methods that are used in gathering and analyzing research's data. The descriptive research is a type of research that describes a population, situation, or phenomenon that is being studied, it primarily focuses on describing the nature of a demographic segment.

Quantitative research method attempts to collect quantifiable information for statistical analysis of the population sample. Quantitative method is used in this study as the empirical assessments consists numerical analysis and measurements. Data is collected through self-administered questionnaires, and processed by the formula to generate interpret-able results. The results are then transformed into the ultimate findings of this research.

#### 3.2 Location and Time of Research

The study was conducted in University Islam Riau at the English education department, and because of the suspended learning activity in UIR's campus most of the research will be conducted online. Starting from the beginning of the semester for approximately 1 month.

#### 3.3 Research Population and Sample

##### 3.3.1 Population

The Population of the research is the eighth semester students of English Education Department in Islamic university of Riau that are active in using social media and students that are not or rarely active in social media.

##### 3.3.2 Sample

Brink (2001:133) defines a sample as “part or fraction of a whole, or a subset of a larger set, selected by the researcher to participate in a research

project. A sample consists of a selected group of the elements or units from a defined population”. According to Neuman (2000:518), a sample is “a smaller set of cases a researcher selects from the larger pool, and generalizes to the population”. In summary, according to the researcher, a sample can therefore be described as a component of the overall population under study.

Due to the fact that it was not possible for the researcher to conduct an investigation with the population of 140 students, a sample consist of 20 students are taken. The researcher will then classified the sample into two groups, the one that active in social media and the one that are not active in social media.

### **3.4 Research Instrument**

There are two instrument that are used in this research, Questionnaire to find out students social media presence and Writing Test to measure students writing ability.

#### **1. Questionnaire**

A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. The data collected from a data collection questionnaire can be both qualitative as well as quantitative in nature.

#### **2. Writing test**

Writing assessment can be used for a variety of appropriate purposes, both inside the classroom and outside: providing assistance to students, awarding a grade, placing students in appropriate courses, allowing them to exit a course or sequence of courses, certifying proficiency, and evaluating programs.

### 3.5 Data Collection Technique

In collecting the data, the researcher start by formulating the question based on the indicator such as grammar, mechanics, content, organization/structure, and vocabulary. next the researcher put the questionnaire into google form to make it easier to distribute, then the researcher share the questionnaire through email and whats-app group to students of English study program in Islamic university of Riau. The questionnaire and writing test will be available until enough students fill the questionnaire or until the time limit reached, then after that the researcher will gather the data and then proceed to analyze it.

### 3.6 Data Analysis Techniques

After obtaining the data, the researcher applied quantitative approach to analyze the data of this research. Before analyzing the data, the researcher first calculate the score of the questionnaire from each category of the indicator such as such as grammar, mechanics, content, organization/structure, vocabulary and students' activity in social media. To know the students' activity in social media, the author uses the formula by Anas Sudijono, (2009:43) as follows:

$$P = \frac{F}{N} \times 100\%$$

Description:

P = Percentage of items

F = The Answer Frequency

N = Number of Items

Next, after the researcher calculated the percentage of the students' activity in social media, the researcher than classified them into four types based on their percentage of activity that has been calculated before. The rating qualities that are used such as less active, active, more active, and very active.

**Tabel 3.2**

Classifications of Students' activity in social media

<b>Percentage of Rating Scale</b>	<b>Rating Qualities</b>
76-100	Very Active
51-75	More Active
25-50	Active
Less than 25	Less Active

(Modification of Nasoetion and Rohati, 2011)

In calculating the writing tests, the researcher will be using a scoring rubric adapted from brown(2007). The following is an example of a rubric for assessing the students' writing. It also focuses on five aspects of indicators such as Content, Organization, Grammar, Vocabulary, and Mechanics.

Based on the analytic scoring rubric for writing, each unit is scored from one to four and weighted based on its worth to the final draft of the descriptive text. The content is weighted 30% since it can be worth more than the other aspects. The organization and the grammar are weighted 20% respectively as they are worth more than vocabulary and mechanic. As there is a little doubt around the last two aspects, vocabulary and mechanic, the small weighting is attached to them. They are weighted 15% respectively.

The researcher then calculates and explains the responses of the questions according to the indicators based on the segment of the questionnaires such as grammar, mechanics, content, organization, and vocabulary. The result of the writing test then classified into the rating qualities of students' social media presence.

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic.	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

Adapted from Brown (2007)

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

After classifying the students into four type of activeness based on table 3.2, researcher then calculate their writing test score in group, based on their activity in social media to find the average score of writing ability for each of the rating qualities. After the researcher analyzes the data; the researcher will then show the data of the questionnaires and writing test side-by-side to find out the students writing ability and their social media activity and draw the conclusion and results from this study.



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### 4.1 Data Description

In this research, the researcher shows the collected data and then analyzes the data. The researcher used descriptive quantitative research through questionnaire and that are conducted online as the instruments to gather all the data. The population of this research is the eighth semester students of English department in Islamic University of Riau. The researcher then discuss the finding from the data that have been analyzed to get the conclusion of the research.

#### 4.2 Data Analysis

The researcher shows the result of the questionnaires and writing test to draw the conclusion based on the answer given. The data analysis takes the form of the descriptive analysis. Then, the study's analysis was based on data collected from the questionnaires and the writing test.

##### 4.2.1 Questionnaire

###### Students Social Media Activity

Questions number 1 through 5 are used to determine students' activity in social media. Each questions consist of four options. Option A is weight 1 point, Option B is 2 points, Option C is 3 points, and Option C is 4 points.

**TABLE 4.1**

How long do you spend on social media every day?

Answer	Frequency	Percentage
Less than 30min	2	10%
1 hour	5	25%
2-3 hours	8	40%
More than 3 hours	5	25%
<b>TOTAL</b>	<b>20</b>	<b>100%</b>

From the table 4.1 , two of the students answered “less than 30 minutes, this make up 10% of the total students and classified them as less active in social media, with the minimum amount of time spent online everyday. There are five of the students answered with “1-2 hours” making up the 25% of the students that are considered as active in social media. And then eight students answered “2-3 hours” making up 40% of the students that are more active in social media. The last five students chose “more than 3 hours” this consider them as very active in social media and make up 5% of the students population.

**TABLE 4.2**

How often do you post on social media every week?

Answer	Frequency	Percentage
≤1	2	10%
2-3 times	4	20%
4-7 times	11	55%
>7	3	15%
<b>TOTAL</b>	<b>20</b>	<b>100%</b>

Based on 4.2 table, two of the students answered “less than once, this make up 10% of the total students and classified them as less active in social media, with the minimum amount of post in social media every week. There are four of the students answered with “2-3 Times” making up the 20% of the students that are considered as active in social media. And then eleven students answered “4-7 Times” making up 55% of the students that are more active in social media. The last three students chose “more than 7 Times” this consider them as very active in social media and make up 15% of the students population.

**TABLE 4.3**

How many friends/followers do you have?

Answer	Frequency	Percentage
<25	2	10%
25-50	4	20%
51-100	8	40%
>100	6	30%
<b>TOTAL</b>	<b>20</b>	<b>100%</b>

Based on Table 4.3, two student answer with less than 25 friends/followers, this made up 10% of the students. There are four of the students answered with “25-50” making up the 20% of the students that are considered as active in social media. And then eight students answered “51-100” making up 30% of the students that are more active in social media. The last six students chose “more than 100”, this considered them as very active in social media and make up 30% of the students population.

**TABLE 4.4**

How many social Media platforms are you on?

Answer	Frequency	Percentage
1	3	15%
2	11	55%
3	5	25%
4 or More	1	5%
<b>TOTAL</b>	<b>20</b>	<b>100%</b>

Based on table 4.4, only one student answer with one social media platform, this made up 5% of the students. eleven students or 55% of the students are active in two social media . Five of the students use three social media platform, this made up of 25% of the students. The last one students used more than three social media platform, this indicate that most of the students are active in more than one social media platform.

**TABLE 4.5**

How many social media group/community did you join and active on ?

Answer	Frequency	Percentage
≤1	3	15%
2	5	25%
3	8	40%
4≥	4	20%
<b>TOTAL</b>	<b>20</b>	<b>100%</b>

Based on table 4.5, three of the students answered “one or less”, this make up 15% of the total students and classified them as less active in social media. There are five of the students answered with “2 group/community”, making up the 25% of the students that are considered as active in social media. And then eight students answered “3 group/community” making up 40% of the students that are more active in social media. The last four students chose “4 or more” this consider them as very active in social media and make up 20% of the students population.

**TABLE 4.6**

Do you feel inspired when using social media?

Answer	Frequency	Percentage
Rarely	2	10%
Sometimes	6	30%
Often	10	50%
Always	2	10%
<b>TOTAL</b>	<b>20</b>	<b>100%</b>

Based on table 4.6, two or about 10% of the students rarely feel inspired when they used social media. There are six or about 30% of the students that sometimes felt inspired. Meanwhile, around half of the students often feel inspired when they used social media, and only two or around 10% that always inspired whenever they used social media.

**TABLE 4.7**

Do you get new ideas from using social media?

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Rarely	0	0%
Sometimes	2	10%
Often	12	60%
Always	6	30%
<b>TOTAL</b>	<b>20</b>	<b>100%</b>

Based on table 4.7, only two students or around 2% said that they sometimes get new ideas from using social media, most of the students or around 60%, feel that they get new ideas more often from the social media. The rest six students or around 30% feel that they always get new idea whenever they use social media.

**TABLE 4.8**

Do you feel that social media improve your grammar understanding?

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Rarely	8	40%
Sometimes	7	35%
Often	4	20%
Always	1	5%
<b>TOTAL</b>	<b>20</b>	<b>100%</b>

Based on table 4.8, eight or around 40% of the students rarely feel that the improvement on their grammar understanding from using social media. There are seven or around 35% of the students that sometimes feel the improvement on their grammar understanding. While four students or about 20% often improve their grammar understanding and only one person that always feel it.

**TABLE 4.9**

Do you feel that social media helps you to write grammatically correct sentences?

Answer	Frequency	Percentage
Rarely	4	20%
Sometimes	10	50%
Often	4	20%
Always	2	10%
<b>TOTAL</b>	<b>20</b>	<b>100%</b>

Based on table 4.9, four or around 20% of the students feel that social media helps them to write sentences grammatically better. Ten or Half of the students thought that it is sometimes help them. There are four students that thought that social media often helps them to get used to writing grammatically correct, and two of the students or around 10% thought that social media always help them to improve their grammar.

**TABLE 4.10**

Do you learn new vocabulary from your social media?

Answer	Frequency	Percentage
Rarely	1	5%
Sometimes	5	25%
Often	3	15%
Always	11	55%
<b>TOTAL</b>	<b>20</b>	<b>100%</b>

Based on table 4.10, one student never really learn any new vocabulary while using social media, which is only about 5% of the students. There are five or about 25% of the students that sometimes learn new vocabulary in social media. Three of the students often learn, and the other 11 or around 55% of the students always learn new vocabulary when they are using social media. As one of the most important aspect of learning English, vocabulary is also very useful in writing.

**TABLE 4.11**

Do you learn about word choice by using social media?

Answer	Frequency	Percentage
Never	0	0%
Sometimes	14	70%
Often	4	20%
Always	2	10%
<b>TOTAL</b>	<b>20</b>	<b>100%</b>

Based on table 4.11, fourteen or around 70% of the students sometimes learn about when to use a certain word properly by using social media, this count for majority of the students. There 4 students or around 20% feels that they often learn about word choice, and the rest two students feel that using social media always help them in learning about word choice.

**TABLE 4.12**

Using social media makes you more aware about the usage of punctuation.

Answer	Frequency	Percentage
Never	2	10%
Sometimes	12	60%
Often	3	15%
Always	3	15%
<b>TOTAL</b>	<b>20</b>	<b>100%</b>

Based on table 4.12, two or around 10% of the students feel that using social media made them more aware about the usage of punctuation. Meanwhile, there are twelve or 60% of the students that thought social media sometimes made them more aware about the usage of punctuation. Three or around 15% of the students often thought that social media helps them get used to punctuation and the rest three students thought that it always helped them.

**TABLE 4.13**

Using social media helps you get used to write with punctuation.

Answer	Frequency	Percentage
Never	6	30%
Sometimes	8	40%
Often	4	20%
Always	2	10%
<b>TOTAL</b>	<b>20</b>	<b>100%</b>

Based on table 4.13, six or around 30% of the students feel that social media helped them get used to writing with correct punctuation. There are eight or around 40% of the students that sometimes feel the benefit of social media in helping them get used to writing with correct punctuation. Four or 20% of the students feel it more often, and the rest 10% admit that social media always help them to get used to punctuation.

**TABLE 4.14**

Using social media helps you to identified text by its structure.

Answer	Frequency	Percentage
Never	7	35%
Sometimes	8	40%
Often	4	20%
Always	1	5%
<b>TOTAL</b>	<b>20</b>	<b>100%</b>

Based on table 4.14, seven or 35% of the students felt that social media isn't helping them to identified text by its structure. There are eight or 40% of the students that it sometimes help them to identified text by its structure. Four or 20% of the students felt it more often, and one students that always felt that social media always help them in identifying text by its structure.



**TABLE 4.15**

Using social media helps you to write texts more structured.

Answer	Frequency	Percentage
Never	12	60%
Sometimes	5	25%
Often	2	10%
Always	1	5%
<b>TOTAL</b>	<b>20</b>	<b>100%</b>

Based on table 4.15, nine or 60% of the students didn't agree that writing in social media helped them to write texts more structured. Meanwhile, there are five or 25% of the students that felt social media sometimes helped them. Two or 10% of the students felt that it often helped them, the rest of one students always felt the benefit of social media in writing text more structured.

#### 4.2.2 Writing Test

Based on the result of the questionnaires, researcher then classified the students into four group according to their social media activity, then after classifying the students, researcher calculate their writing test score based on their social media presence to find the average of their writing test.

**Table 4.16**  
**Less Active in Social Media**

Name of Students	Acti- vity	Voca- bulary	Mech- anic	Gram- mar	Organi- zation	Cont- ent	Score
Sample 1	25%	7.5	11.5	10	15	15	59
Sample 2	25%	7.5	11.5	15	15	22.5	71,5
Average	25%	7.5	11.5	12.5	15	18.75	65,25

**Table 4.17**  
**Active in Social Media**

Name of Students	Activity	Vocabulary	Mechanic	Grammar	Organization	Content	Score
Sample 3	40%	11.5	11.5	20	15	15	73
Sample 4	50%	11.5	15	10	15	15	66,5
Sample 5	50%	7.5	15	15	20	22.5	80
Sample 6	50%	11.5	11.5	10	10	22.5	61,5
Average	47.5%	10.5	13,25	13,75	15	18,75	70,25

**Table 4.18**  
**More Active in Social Media**

Name of Students	Activity	Vocabulary	Mechanic	Grammar	Organization	Content	Score
Sample 7	60%	7.5	11.5	20	15	15	69
Sample 8	65%	11.5	15	15	15	22.5	79
Sample 9	70%	11.5	11.5	15	15	22.5	75,5
Sample 10	70%	11.5	11.5	20	15	15	73
Sample 11	70%	11.5	15	20	10	22.5	79
Sample 12	70%	15	11.5	20	15	22.5	84
Sample 13	70%	11.5	15	15	10	22.5	74
Sample 14	70%	11.5	15	20	20	22.5	89
Average	68.125%	11,44	13,25	18,12	14,38	20,6	77,81

**Table 4.19**  
**Very Active in Social Media**

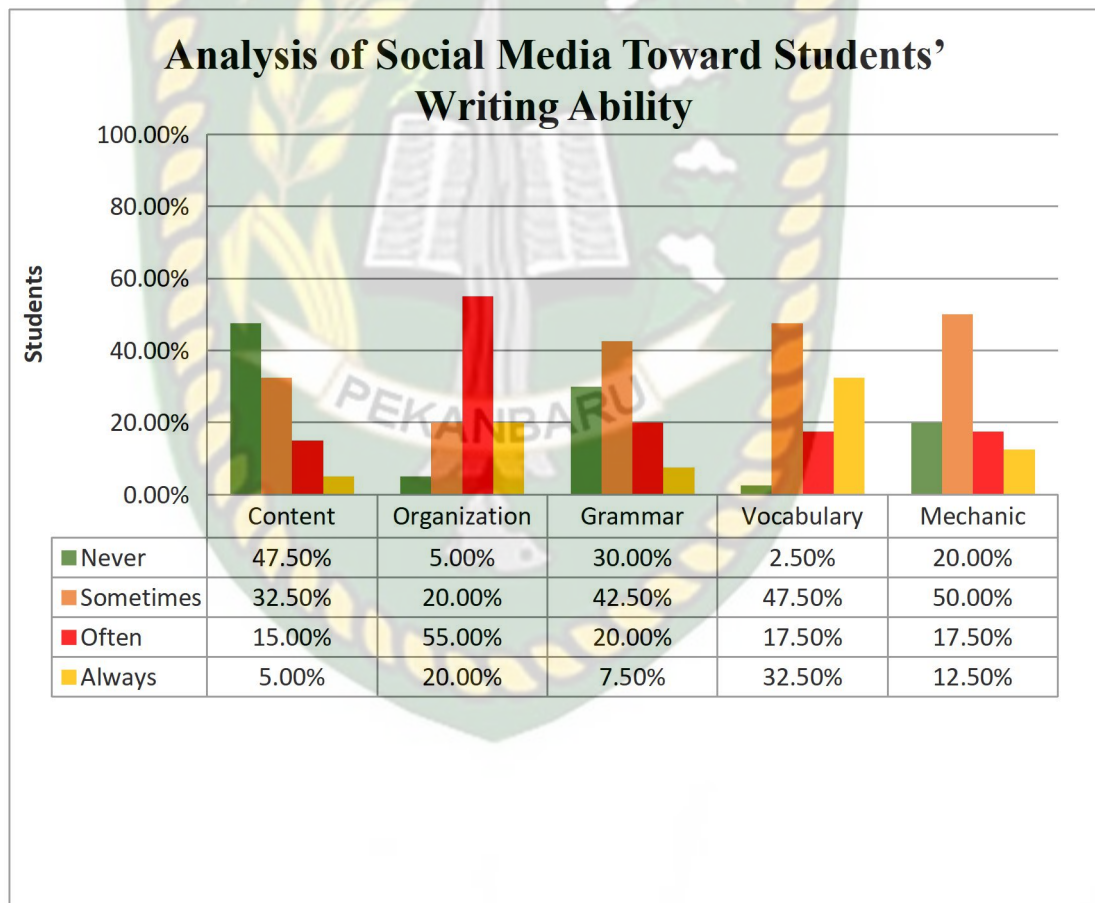
Name of Students	Activity	Vocabulary	Mechanic	Grammar	Organization	Content	Score
Sample 15	80%	11.5	15	15	15	22.5	79
Sample 16	85%	11.5	15	20	15	22.5	84
Sample 17	90%	11.5	15	15	20	22.5	84

Sample 18	95%	15	11.5	15	15	22.5	79
Sample 19	95%	11.5	15	20	15	22.5	84
Sample 20	100%	15	15	15	15	22.5	82,5
Average	90.83%	12,67	14,41	16,67	15,83	22,5	82,08

Based on the tables, it can be seen that students that are "more active" and "always active" in social media have a higher writing test average than students that are "active" and "less active" in social media.

### 4.3 Discussion

Figure 4.3.1



For the discussion, there are two aspect that the research is focus on; The first is social media presence, based on the calculated data, students of eighth semester, English education program are classified as "Active" with the total of 66.5% on percentage of rating scale. And the second one is the writing ability. There are

five indicator that act as the base of the questionnaires. The first one is content, it is referring to the the quality of the content that are written, this is including the tittle of the text, body of the text and the relation between them. Based on the data, 47.5% of the students didn't feel the benefit of social media towards their content creation, 32.5% of the students “sometimes”felt the benefit, 15% of the students felt it “often” and the rest 5% “Always” feel the benefit of social media towards their content writing. This findings are in line with the finding by Zheng, Yim & Warshauser (2018), that stated social media provides wider understanding towards content writing and also further improve pupils writing progress in classroom environment.

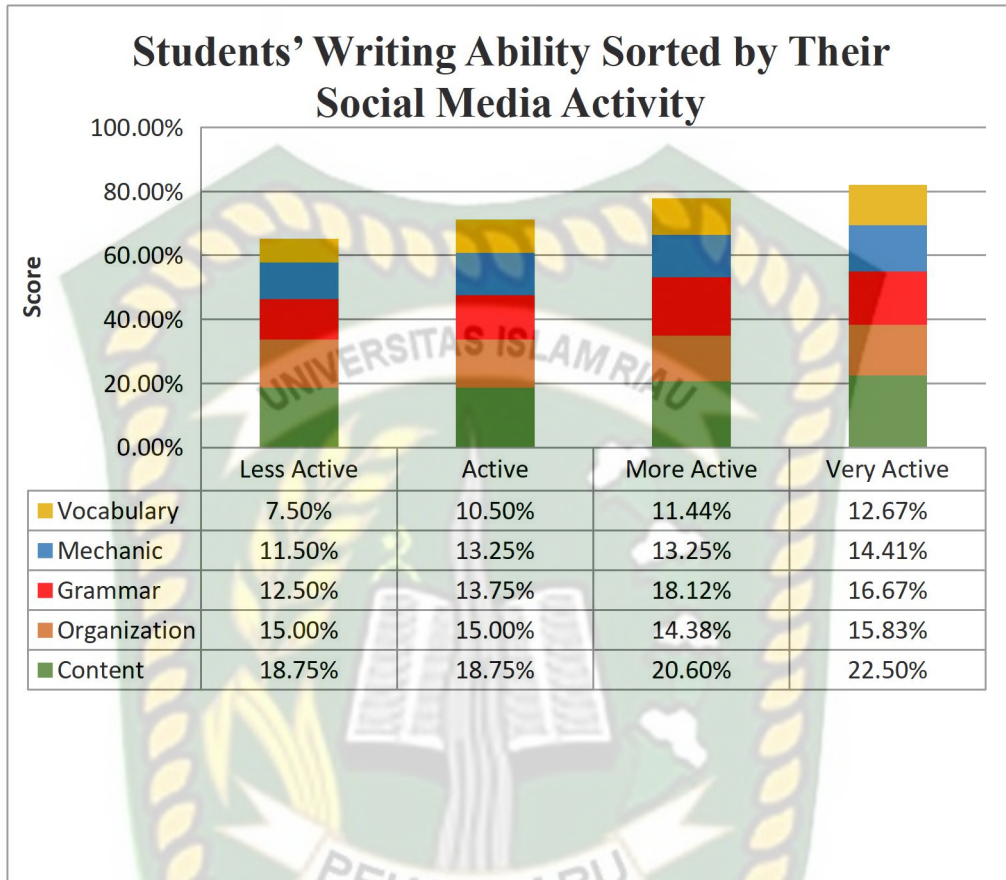
The second indicator is organizing idea. Organization is how ideas are presented. Typically, organization refers to the larger parts of a piece of writing, although it also refers to how paragraphs and sentences are written. The flow of a piece of writing affects how readers interpret ideas. Based on the data, 5% of the students didn't feel the benefit of social media towards their organization skill, 20% of the students “sometimes”felt the benefit, 55% of the students felt it “often” and the rest 20% “Always” feel the benefit of social media towards their organization skill. This findings are in line with Rouis, Limayem & Salehi (2011), that students can accomplish language function without having to meet native speakers in real life through social media.

The third indicator is grammar. Grammar explains the forms and structure of words. It provides the rules for common use of both spoken and written language so we can understand each other better. Based on the data, 30% of the students didn't agree that social media helped them improve their grammar, 42.5% of the students agree that social media “sometimes” helped them improve their grammar, 20% of the students also agree and felt that social media “often” helped them improve their grammar, the rest 7.5% feels that social media “always” helped them improve their grammar.

The fourth Indicator is mechanics. Mechanics refers to the rules of the written language, such as capitalization, punctuation and spelling. Based on the data, 20% of the students didn't agree that social media helped them in their writing mechanics. On the other hand, 50% of the students agreed that social media "sometimes" helped them in improving their writing mechanics. 17.5% of the students also agree that social media "often" helped them. The rest 12.5% of the students are absolutely agree that social media "always" help them in improving their writing mechanics.

The fifth indicator is vocabulary. Vocabulary is defined as knowledge of words which is considered vital for language development and acquisition and is recognized as an essential factor in writing. Based on the data, 2.5% of the students didn't agree that social media helped them in their vocabulary. Meanwhile 47.5% of the students agreed that social media "sometimes" helped them in improving their vocabulary. 17.5% of the students also agree that social media "often" helped them. The rest 32.5% of the students are absolutely agree that social media "always" help them in improving their vocabulary. This findings are in line with Yunus et al. (2012) which found that participation on social networks like Facebook and Twitter helped students to enhance their vocabulary and also improved their writing skills.

**Figure 4.3.2**  
**Findings Statement**



Based on the Figure above, it can be seen that “Less Active” students only have 65.25 average writing score, and 70.25 for “Active Students”. Meanwhile, for “More Active” Students, the average score is 77.81. Furthermore, for “Very Active” students, the average score is 82.08. based on the data gathered, it can be concluded that students who are active in social media tend to get higher writing score than students that are less active in social media. This finding are in line with the study conducted by Mahamat (2014) that shows the use of SNSs improve the academic performance of Malaysian university students’.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1 Conclusion

This study focuses on the eighth-semester students at the English education department at the Islamic University of Riau. It studies and analyzes students' habit of using social media and the benefit that they gain from it towards their writing. Based on the discussion gathered from the result of the research and discussion based on the formulation of the problem, it can be concluded as follows:

This study used a descriptive quantitative method and aims to measure the activity level of the students on social media and their writing ability which is very high, along with the benefit that they gain especially regarding writing skills. The benefit that were studied were then divided into five sections such as; organizing idea, grammar, vocabulary, content and mechanics. Based on the positive outcome of the research, the writer concluded that social media can give tremendous benefit to students especially towards their writing skill. Based on the data, students that are more active in social media tend to have a better writing ability than students that are not, with 82.08% writing score for students that are very active in social media, 77.81 for more active, 70.25% for active students, and 65.25 for students that are less active in social media. In Indonesia, English is tough as a foreign language and rarely used in students' daily life to communicate with each other, the existence of social media gave students an opportunity to communicate and practice their English.

#### 5.2 Suggestions

Based on the findings of the study, the researcher would like to give suggestions as following:

##### 1. For students

The researcher suggest that students need to be more open minded about the use of social media which not only can be used as a form of entertainment but also in learning English. Therefore students should make the most out of social media to their advantage and broaden their learning media.

## **2. For English teachers**

The researcher hopes that teacher can utilized social media as a media to learn English for students. Therefore students can be educated be prevented from the sort coming and the negative aspect of social media and also gain the learning benefit of social media.

## **3. For future researchers**

The researcher hopes that this research doesn't end here. There are a lots more aspect regarding social media that hasn't been explored and covered. Hopefully this research can be useful for future research especially on the matters regarding social media and writing.



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