

THE EFFECTIVENESS OF USING SOCIAL MEDIA FACEBOOK TO ENHANCE EFL STUDENTS' WRITING SKILL

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Abstrak

Pembelajaran dalam jaringan kini telah menjadi sarana utama bagi guru dan siswa untuk meraih kemajuan dalam pembelajaran, khususnya sejak merebaknya wabah pandemi di tahun 2020. Membangun kelas yang menyenangkan kini menjadi tantangan tersendiri bagi para guru saat mengajar secara daring. Media sosial berpotensi menjadi wadah yang baik untuk membangun wawasan sebelum kelas dimulai. Sebagian besar siswa juga merupakan pengguna media sosial. Media sosial memiliki potensi untuk digunakan di kelas bahasa Inggris guna membangun wawasan bagi siswa. Penelitian ini menggunakan rancangan *True Experimental* dengan pendekatan kuantitatif dan angket sebagai instrumen. Data yang dikumpulkan dari 24 siswa kelas 11 di salah satu SMA di Surabaya menunjukkan bahwa media sosial Facebook meningkatkan kemampuan menulis siswa. Siswa yang menggunakan media sosial Facebook cenderung mengalami peningkatan dalam menulis. Eksperimen ini mampu meningkatkan keterampilan menulis siswa dalam peningkatan kosa kata, konten, tata bahasa, mekanik, dan organisasi. Siswa juga mengembangkan pengetahuan dari pengguna media sosial lainnya. Namun demikian, masih perlu dilakukan penelitian lebih lanjut untuk mendapatkan rincian tentang faktor-faktor yang mempengaruhi peningkatan tersebut..

Kata Kunci: Media Sosial, Kemampuan Menulis, Facebook.

Abstract

Online class has now become a primary way for teachers and students to have progress in their education especially since the pandemic outbreak in 2020. Building a fun class is now becoming a challenge for teachers while teaching online. Social media has potential to be a good platform to build existing knowledge before the class starts. Most students are also social media users. Social media has potential in English class to build the existing knowledge for students. The study uses true experimental design with quantitative approach and questionnaire as the instrument. The data that were collected from 24 students at 11th grade in one of the senior high school in Surabaya shows that social media Facebook improves student's writing skills. Students that using social media Facebook are tended to have improvement in writing. It improves students' writing skill in vocabulary, content, grammar, mechanic, and organization. Students also developed knowledge from another social media user. However, there still needed to do further research in order to find the details about the factors that affect the improvement.

Keywords: Social Media, Writing Skill, Facebook.

INTRODUCTION

Online class has now become a primary way for teachers and students to progress in their education, especially since the pandemic outbreak in 2020. During the pandemic, the education sector is now hanging on the online class which is still in development progress. So, the teacher should now be aware and be more creative to make their own method to reach the goals of their teaching program. Studies showed that the online class has so many weaknesses and it holds the teacher's maximum performance to reveal and improve the student's writing potential (Zheng et al., 2017). The online class gives teachers and students so many limitations such as device, internet connection, focus, limited infrastructure, and

many more especially when it comes to developing countries (Cahyono & Mutiaraningrum, 2015). Several studies refer to the use of social media to teach writing especially during the pandemic. A study conducted by Prathiba (2021) shows the effectiveness of teaching-learning during the pandemic by using online media platforms that provide students and teachers a well-develop online class by taking massive open online courses or MOOC as an example. There are so many strategies to execute the process of online learning-teaching during this pandemic outbreak. One of the good strategies to support online teaching progress is to build the resource of existing knowledge before the class started and build an interactive class with a fun atmosphere during the teaching progress (Mahmood, 2021). Research held in

2015 by Cahyono & Mutiaraningrum shows that social media has the potential to be a great online teaching platform if it is held with well-preparation from the teacher. Social media has everything that is needed to become a good platform for online teaching such as flexibility, reliability, and availability (Mahmood, 2021; Ramdhani et al., 2021).

In this study, researcher is focusing on the effectiveness of social media Facebook to improves the students' writing skills. This research can also be used to see the importance of technology in teaching writing. This research is important to conduct to see if social media can affect the students' skills in writing and improve them during this online class. By using the advantages of social media, students can be arranged to write a post about some misinformation that spreads on social media or just share their thoughts on something. It also works to find out how important is teachers' ability to flow and adapt with the era by using the existing technology. Teachers should be able to lead the students to improve their writing skills by using the internet as it social media as a source of information. The teacher should be creative to create a new way that is fun and effective to improve and develop the students' existing knowledge while using social media. Improving teachers' knowledge about technology and more literacies via the internet is needed to do in order to follow these technological advances (Salikin & Tahir, 2017). So, when the pandemic is over, education can be well improved because now, we can maximize the technology to minimize any unpredictable thing that happens in the future.

There are so many social media platforms that are accessible to students. Facebook as the most popular social media platform in the world right now (Koster et al., 2016), is used as the instrument for this experiment. There is so much information we can find on this social media platform. On Facebook, we can see so many people sharing their opinion about anything, people who are just doing their business by selling things, or any negative information that has a provocative message in it. By using this fact, we can educate the students and ask them to educate others by sharing their thoughts and sharing the right information with credible sources in order to get rid of any misinformation on Facebook as their motivation to write.

The study conducted by Zheng (2017) reveals that social media has an impact in teaching writing. Some researchers also stated that social media can possibly affect the students' writing productivity and improve their knowledge of new vocabularies (Alsaleem, 2013). Those researchers revealed that social media has an impact on students' writing development. As we can see, they did not mention any of the evidence about the significant

differences in improving students' writing skills. In this research, researcher focused on finding the significant difference in using social media to improve the students' writing skills in the form of experimental research.

Online teaching progress promises a great chance of improvement since it can be done anywhere and anytime. Regarding the students' writing skill development through social media sources, this study aimed to inspect the effectiveness of using social media platforms as information sources, media, and publishing to improve the student's writing skills.

This research is focusing on how effective social media is in improving the student's writing skills. This research can also be used to see the importance of technology in teaching writing. Since social media is the place where people are connected in a net of virtuality, information that is shared through social media can be easily spread around the world. In 2016, Facebook stands in the first position as the most popular social media platform in the U.S. and the world (Koster et al., 2016). This information makes Facebook just perfect to use as the main platform for this experiment.

There are also some limitations in this research. The area of knowledge building through social media is very dependent on the social media preferences given by the algorithm because every user has its own specific topic depending on what they watch or like the most. So, the information they learned is different for each student. In technical terms, the availability of internet connection and devices are taking a big effect in this experiment. Because, not all students are well-motivated to learn English, especially in writing. These limitations of hardware can cause the students to be even more unmotivated to learn. So, the researchers must provide a well-prepared situation and condition in order to minimize the limitation. Teachers' ability to flow and adapt with the era and not resisting the technology advances by using the existing technology is also needed to support this research. Teachers should be able to lead the students to improve their writing skill by using social media.

This study can be beneficial for teachers to motivate students to maximize the effect of using social media in teaching writing to improve the students' writing skill. For practical aspects, this study introduces the benefit of using social media as an innovative way to learn writing since it is the easiest way for student to learn in a fun way for improving their writing skill. In theoretical aspect, it can be the motivation for students to write more and improve their skill in writing and give insight for teachers to be more creative in teaching writing and understanding their students in terms of social media as the media for students to improve their writing skill.

Writing is a basic language skill for language learner. How to achieve better results in English teaching and develop students' writing skill is still a complicated task for English teachers (Sun & Feng, 2009). Writing is not a simple activity as a student to learn and teacher to teach. It is difficult to not using a direct instruction while teaching writing (Walker et al., 1997). Writing become complex because it requires existing knowledge, ideas, proper grammar, and spelling while they express what they think. Writing skills development is important for student and allow them to graduate with skill that benefit for their life (Alber-Morgan et al., 2007). Teaching writing online in the era of advance technology is now becoming very important. Technology development is very fast in any sector especially the internet. This situation makes everyone become familiar and tried to maximize any available platform to help their activity, especially sharing information or just express themselves in social media network. The internet-based of teaching writing by using a popular platform such as Web Blogs, Facebook, Twitter, Wikis, and many other (Blackstone et al., 2007) is believed to be the answer of many problems in teaching writing such as time limitation, insufficient support of writing media, and minimum of motivation. (Fareed et al., 2016).

Internet-based teaching writing has proven that it can improve the learners' writing quality and quantity. The use of social media may cause the learner to be more motivated because they can publish their writing and read by many people, students did their best to get as many readers as possible, and by the simplicity of internet access, they can write what they want by anytime and anywhere (Cahyono & Mutiaraningrum, 2015). Even though the Internet-based teaching of writing has huge benefits to students' writing, whether they can be used effectively in teaching writing still depends on how the teachers arranged the course. Teachers' role is vital, especially for students who are new to Internet-based learning. Therefore, it is crucial for teachers not only to acknowledge the potential of the Internet-based teaching of writing but also to encourage themselves to implement it in their own teaching practice (Cahyono & Mutiaraningrum, 2015).

Social media use in Teaching writing can be the easiest way to motivate the students nowadays. In 2020, active social media users have grown in significant numbers during the pandemic. Research found that 3.8 Billion people around the world are using social media as their main source of information during the pandemic (Cuello-Garcia et al., 2020). No wonder that the information about anything can be spread in no time during the pandemic. Using this opportunity, we can see that social media have some possibilities to motivate students to write their own thoughts to share among the world by using social media (Salikin & Tahir, 2017). The numbers of fake information

in social media, can lead the student to be more critical in the information they have got. This situation can be the motivation for student to write more in the online world and using social media as their media to publish their writing and research.

Knowing that social media Facebook has a potential to enhance the students' writing skill, leads researcher to the question of; Do the students who are taught using social media Facebook achieve better writing skills than those who are not?

METHOD

This research is conducted in a True Experimental Design with a Quantitative approach which presented in form of numbers and statistics. According to Gribbons & Herman (1997), this design needs more than one purposively created group as the subject to compare and observe in order to see if social media Facebook can be effective to teach writing.

This study was conducted in one of the senior high schools in Surabaya that provides the coverage of internet use and involves the students from 11th grade by using two classes that contain 24 students each with the same grade with one class as the experimental group and the second class as the control group. This study take place in Surabaya.

The treatment that used in this experiment were, students were asked to share what they found on social media Facebook in front of the class. Then, students were asked to give a comment on about the post and write their opinion about it. The purpose itself is to see the effectiveness of using social media in enhancing students' writing skills by focusing in the use of social media as the teaching media.

Aside from the plagiarism potential, there are many students that use their own ideas and diction in their writing to create authenticity and attract more readers. Using Facebook as their main media to publish is also works as motivation not only to gain readers but also popularity to gather more likes and share from other readers as their highest feedback that can motivate them to improve and learn more, this affects the student-centered method. In order to create the independent student-centered method, students also improve the quality and quantity of their writing to satisfy their readers and gain more likes to reach more popularity as their motivation.

In order to create and obtain credible data, the researcher asked these classes to do the pretest in order to see the progress they are making before the experiment. Then, ask the experimental class to use social media as their primary platform for any writing activities to see if there is any significant improvement. The data were collected in the form of the number of errors, words, the

use of new vocabularies, grammatical errors, and mechanics according to the adapted rubric (Brown, 2007) and then compared to the control group to see if there is any difference. The close-ended questionnaire was given after the students are already using it for the first 4 weeks. The data that is collected from the answer of the students' perspectives were recorded and used as validated data.

The data collection technique for the experiment is particularly important in this research. There are variety of methods for data collection in quantitative research. In order to collect the data, researcher asked the students to do the pretest, post-test, and fill the questionnaires about the progress.

1. Pre-test

Researcher asked the student to write a personal narrative as a pretest before the experiment is conducted in order to see the progress students are making in the experimental group and control group before the experiment starts.

2. Close-ended Questionnaire

Researcher ask the students to fill the given questionnaire about their progress and how they feel in the form of multiple-choice-questionnaire about the progress of using social media as their main platform for information and publishing.

Table 1. Close-ended Writing Questionnaire

Questionnaire	Answer
(Q1) Is using social media helps you to learn new things?	(Yes/No/Not Sure)
(Q2) Does it help you to learn about new perspective in seeing something like world, politics, environment, society, etc.?	(Yes/No/Not Sure)
(Q3) Is it containing information about other's culture?	(Yes/No/Not Sure)
(Q4) Does the information can be put in your writing?	(Yes/No/Not Sure)
(Q5) Does social media help you to improve your vocabularies?	(Yes/No/Not Sure)
(Q6) Does it stimulate you to research about something that you just learn?	(Yes/No/Not Sure)
(Q7) Is social media contain a useful information for you to improve your knowledge for writing?	(Yes/No/Not Sure)
(Q8) Will you use social media for your daily writing media?	(Yes/No/Not Sure)

3. Post-test

Researcher asked the student in the experimental group and control group to write a personal narrative as another test after the experiment is conducted in order

to see if there are any significant differences between the experimental group and control group.

Pretest and Post-test were scored by using rubric designed specifically for English writing.

Table 2. Writing Rubric adapted from Brown (2007)

Components of writing	Score	Level	Indicators
Content 30% -Topic -Details	4	Excellent	Topic is complete and clear. The details are related to the topic.
	3	Good	The topic is complete and clear. But the details are almost related to the topic.
	2	Fair	The topic is complete and clear. But the details are not.
	1	Poor	The topic is not clear and the details are not related to the topic
Grammar 20%	4	Excellent	Very few grammatical inaccuracies.
	3	Good	Few grammatical inaccuracies and do not interfere with understanding.
	2	Fair	Numerous grammatical inaccuracies.
	1	Poor	Many grammatical inaccuracies that severally interfere with understanding.
Vocabulary 15%	4	Excellent	Effective choice of words and word forms.
	3	Good	Few misuse of vocabularies, word forms, but not change the meaning.
	2	Fair	Many misuse of vocabularies, word forms, and change some of the meaning.
	1	Poor	Very poor knowledge of words, word forms, and do not understandable.
Mechanics 15% -Spelling -Punctuation - Capitalization	4	Excellent	Using the correct spelling, punctuation, and capitalization.
	3	Good	It has occasional errors of spelling, punctuation, and capitalization.

Organization 20% - Identification -Description	2	Fair	It has frequent errors of spelling, punctuation, and capitalization.
	1	Poor	It is dominated by errors of spelling, punctuation, and capitalization.
	4	Excellent	Identification is complete and descriptions are arranged with proper connectives.
	3	Good	Identification is almost complete and descriptions are arranged with almost proper connectives.
	2	Fair	Identification is not complete and descriptions are arranged with misuse of connectives.
	1	Poor	Identification is not complete and descriptions are arranged with misuse of connectives.

In analyzing the quantitative data, the researcher used the process of analysis the quantitative data in multiple methods. There are Cross-Tabulation, Gap Analysis, and T-test analysis. There are some steps to conduct the quantitative data analysis.

1. Relate measurement scales with variables
Associate measurement scales such as Nominal, Ordinal, Interval and Ratio with the variables. This step is important to arrange the data in proper order. Data can be entered into an excel sheet to organize it in a specific format.
2. Connect descriptive statistics with data
Link descriptive statistics to encapsulate available data. It can be difficult to establish a pattern in the raw data.
3. Decide a measurement scale
It is important to decide the measurement scale to conclude descriptive statistics for the variable. For instance, a nominal variable score never have a mean or median and so the descriptive statistics is correspondingly vary. Descriptive statistics suffice in situations where the results are not to be generalized to the population.
4. Select appropriate tables to represent data and analyze collected data
After deciding on a suitable measurement scale, researchers can use a tabular format to represent data. This data can be analyzed using t-test.

RESULT AND DISCUSSION

Based on the pretest and post-test of EG (Experimental Group) and CG (Control Group), the following result can be drawn:

Table 4. Paired Sample Statistic

	Experimental Group		Control Group	
	Pretest	Post-test	Pretest	Post-test
Sum	134.25	151.75	150.5	153.875
N	24	24	24	24
Mean	5.59375	6.32292	6.27083	6.41146
Std. Deviation	1.397907	.993126	1.909525	1.167075
Std. Error Mean	.285347	.202721	.389780	.238228

The improvement of EG's total score is significant but still lower than the CG's total score. The increase of EG's total score from pretest and post-test is 17.5, which means there is an improvement according to the increased score of the EG's class. Also, there is an improvement of score in CG's class. CG's class achieve 150.5 in pretest and 153.875 in post-test which has the 3.375 difference of total score.

There is an increased number in the average score of EG and CG. EG obtained 5.593 in the pretest and 6.322 in the post-test and the difference between pretest to post-test is 0.729. Also, there is an increased number in EG's average between the pretest and post-test. EG' pretest average is 6.270 and EG's post-test is 6.411 with average difference of 0.141.

The data table also showed the standard deviation of EG's pretest and EG's post-test is 1.397907 and 0.993126. the data also shows the CG's standard deviation from pretest to post-test which is 1.909525 and 1.167075. The standard error mean for EG's pretest is 0.285347 and 0.202721 for the post-test while CG's standard error mean is 0.389780 for pretest and 0.238228 for the post-test.

The obtained data were processed and analyzed by using SPSS statistic program to calculate the compare of the paired samples from the Experimental Group and the Control Group. From the SPSS's calculation the following result can be drawn:

Table 5. Paired Sample t-Test

		EG	CG
		Pretest	Pretest
Paired Differences	Mean	-.729167	-.140625
	Std. Deviation	1.136515	1.322523
	Std. Error Mean	.231990	.269959

	95% Confidence Interval of The Difference	Lower	-1.209075	-.699077
		Upper	-.249258	.417827
T			-3.143	-.521
Df			23	23
Sig. (2-tailed)			.005	.607

This study used the 95% confidence interval of the difference which alpha value is 0.05.

The p-value of the EG was 0.005 which is lower than the alpha value ($\alpha=0.05$) which means it has significant difference from pretest to post-test through this experimental treatment. CG's p-value shows the number of 0.607 which is higher than the alpha value ($\alpha=0.05$). This calculated data shows that the social media does trigger the students' writing skill improvement. Showed up by the Experimental Group that has better improvement than the Control Group.

EG were also required to fill the questionnaire in order to collect their thoughts about using the social media in their writing from their own point of view.

The questionnaire was filled after EG's post-test. It contains 8 questions about the method of this learning. The questions are about the students' point of view of using social media as their main platform for learning. The questionnaire was brought by using Google Form. The following result can be drawn:

Table 6. Questionnaire Result

	No	Neutral	Yes
Q1	0	1	22
Q2	2	1	20
Q3	5	1	17
Q4	6	3	14
Q5	2	2	19
Q6	1	4	18
Q7	3	5	15
Q8	2	3	18

The table showed the result of 23 participants who responds the questionnaire for 8 questions. In Q1, almost every respondent answer "yes" for "Is using social media helps you to learn new things?". It shows that social media is very effective for student to learn new things as they use it for their main source of information in writing.

In Q2, there are 2 respondents that respond "No", 1 neutral, and 20 "Yes". It shows that the students are learning new perspective as the Q3 mention information about other's culture in perspective. In Q3 there are 17 respondents who respond "Yes", 5 "No", and 1 neutral.

In Q4, 14 respondents are agreed that the information they learnt in social media can be put in their writing. While 6 other responds "No" and 3 neutral.

In Q5, 19 respondents stated "Yes", 2 "No", and 2 neutral. It shows that the majority of the respondents are agree that the experiment treatment is effective for them to improve their vocabularies.

In Q6, 18 respondents stated "Yes", 1 "No", and 4 neutral. It shows that the students are also stimulated to do further research on a thing they just found on social media to make sure is it real or just a hoax. Do a research in a thing we found on social media is crucial, because social media is the fastest platform to spread information nowadays, so the further research are needed.

In Q7, the result shows that 15 respondents answer "Yes", 3 "No", and 5 neutral. Most of the respondents are agree that social media contains useful information for student to improve their writing through new knowledge they learnt on social media.

In Q8, 18 respondents stated "Yes", 2 "No", and 3 neutral. It shows that the majority of the participants are agree that they will use the social media for their writing media as they learnt new things in it every day because almost everyone from the participants are active social media user.

According to the result, pretest and post-test for EG shows that students writing skills are improved because of the experiment. This experiment shows that EG has improvement around 12.6%, that number was obtained by calculating the mean increase of EG's pretest and post-test. better than CG that has only 3.2% of improvement.

The questionnaire shows the result for how students improve their writing skill. It shows their interest to do their own research on social media as their motivation to improve their writing skill because this generation spent more time in their social media and they are tended to share what they found on social media then share them. Questionnaire also shows that the social media also expand their knowledge about new things such as political, culture, what's news, etc.

CONCLUSION AND SUGGESTION

Based on the result and discussion, the use of social media is quite effective in enhancing students' writing skills. Students are proved to have a better progression in writing when using social media Facebook as the teaching media. Students also stated that social media Facebook can help them to find the information they need because they can find and learn many things from people who shared on Facebook. Students as participants also stated that social media can help them to learn new information about new things from other user's perspectives that can be put in their writing.

To conclude, using social media Facebook to enhance the student's writing skills is quite effective. The data

result shows that the student improves their writing by their vocabulary, knowledge, and motivation in writing.

Suggestions

Based on the conclusion, there are some suggestions for further research. There are few students that did not have any significant improvement and some of those few students even have decreased results. Researcher recommends finding detailed factors for why decreasing results happened. This research may be used as an additional reference to conduct further research related to the topic with different kinds of methods, instruments, and student levels.

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