

# THE USE OF FACEBOOK IN INFLUENCING STUDENTS' WRITING SKILL

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## Abstract

The research aims to find out students perceptions about using Facebook to improve students writing ability. The study sample consisted of 20 female participant the survey. The instrument used in this survey was a questionnaire. The questionnaire used in this survey consisted of two sections. Section A is about solicited demographic information of the students and their language usage, namely their activities on Facebook, and whether Facebook can improve their writing skills. Section B comprised items eliciting information on the influence of Facebook to improve their writing ability. The the results, Facebook, as a means for language learning, might influence the students writing skills. The students agree that Facebook can influence their writing ability.

**Key words:** Facebook, Writing

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## INTRODUCTION

Writing is one of the four language skills that should be acquired by the students. Writing is an activity of using language to express the student ideas, feeling or desire in the written form. Writing is about expressing knowledge where the students express their knowledge as thoughtfully and clearly as they can (Wahyudin, 2018). Writing is an important but difficult skill to acquire, a communication skill which is essential in today's information society. The level of difficulty is significantly higher when a foreign language (FL) is involved. Differences in the language structures, the manner of expressing thoughts, writing styles, and other culturally varying factors greatly affect the writing of foreign language learners (FLL) (Kardiansyah, n.d.; B. N. Sari & Gulö, 2019).

Writing is essential for students to develop their English. Writing is a process of exploration that offers benefit to the students which the students write to make their ideas clear and comprehensible (Puspita, n.d.; Sukerti & Yuliantini, 2018). Writing helps students to recall information they have learnt and focus for learning, thus they can understand and memorize the lesson better and it will last longer. In other hand, writing an activity of using language to express the ideas, feeling or desire in the written form, writing is important but difficult skill to acquire (Afrianto, 2017; Aminatun et al., 2019; Wahyudin & Sari, 2018). Writing is important for students to develop their English, and also helps

students to recall information they have learnt and focus for learning, they can understand and memorize the lesson better (Gulö & Rahmawelly, 2019; Mulyasari & Putri, 2020).

Grammatical knowledge plays a significant role toward the meaning and the quality of the written text. In writing, the student cannot get immediate feedback. The student needs to write carefully because the reader does not exactly stay in that place (Sasalia & Sari, 2020; Septiyana & Aminatun, 2021). Therefore, written language needs to be well-prepared and understandable. As one of the criteria for grading the quality of writing, the ability to use grammar, and as a result, grammar has been taught widely in school throughout the world (Kardiansyah, 2021; Kuswoyo, 2016). This is because grammatical knowledge not only helps the writer understand the conventions of Standard English but also reduces their use of vernacular or non-standard English (Apriyanti & Ayu, 2020; Skill, n.d.)

Grammatical errors in subject-verb agreement, subject omission, indirect questions, various forms of “other”, the article “the”, prepositions, word choice, and verb forms can cause big troubles in writing (Kuswoyo & Susardi, 2016; Mandasari & Wahyudin, 2021; Utami et al., 2020). Meanwhile, conjunctions, references, and tenses not only have their own functions, but also enable a text to show some particular kinds of meanings (Kuswoyo et al., 2020). Due to the significant role of grammar in writing improvement, there are both in-class and online teaching methods developed to enhance grammatical knowledge and subsequently to enhance writing abilities of students. Facebook is used as online teaching method to develop EFL university student writing skill.

## **LITERATURE REVIEW**

To make writing activity enjoyable and comfortable, it is important for the students to know the process of writing. The process refers to the steps of constructing ideas in order. According to Aminatun, (2021) writing processes are as follows: (1) Pre-writing: the pre-writing process refers to kinds of things of the students do to get ready to write. Helpful hints to suggest how to think. How to plan. How to make choice. Pre-writing prepares the students to write freely, (2) Writing : Suggestions for writing follow with details about how to use the building blocks of good writing: good sentences, good paragraphs and good multi-paragraph papers, (3) Revising : in this stage, the students are helped with probably toughest part of writing: Polishing the composition. Improving content, improve structure, improving continuity, improving emphasis. The goal of this

phase of the writing process is to improve the draft, (4) Proofreading: once the students have completed the revision, check spelling, punctuation, grammar, mechanics, and usage. According to Ayu & Zuraida (2020); F. M. Sari (2016) Social media refers to the means of interactions among people in which they create, share, exchange and comment contents among themselves in virtual communities and networks. Social media has many positive effects such as give the freedom to someone to write something in the internet while also allowing someone to become more updated with the news around the world or just form a companionship with their friends (Hootsuite, 2019; Munthe et al., 2018; Sasalia & Sari, 2020).

Facebook is a global large social media that boasts more than 100 million followers, and it is one of the fastest-growing and best-known sites on Internet these days. Initiated and established by Zuckerberg in 2004, Facebook as a network first targeted high school and college students but it goes globally and actively gains its popularity of all people ages (Karal et al., 2017). Facebook has been a leading social media currently.

Many features such as the “like” button, comment application, and sharing button in Facebook have attracted users to create discussion and share their thoughts instantly. In line with Facebook tagline “giving people the power to share and making the world more open and connected” creates space for autonomy and engagement in exchanging ideas and knowledge due to active roles consumed by learners (Munthe et al., 2018). In Facebook, users can have their own group interests, share and exchange messages between them via the available applications easily (Putri & Aminatun, 2021).

The interactive feature of Facebook is believed to provide students great opportunities to practice their writing. In other words, students post their written pieces, receive comments, write and post their own comments, and reply to other Facebook group members. Therefore, this interactive communication enables students to actively engage in the writing process and improve their writing skills (Handayani & Aminatun, 2020; Oktaviani & Mandasari, 2019; Suprayogi & Novanti, 2021). Also, the computer-based grammar checkers and spelling checkers that students use from time to time while interacting on Facebook groups, are considered to be powerful ways of providing immediate feedback on their written output. Further, the use of Facebook is deemed to have a positive impact on boosting student motivation and attitude (Febria Lina & Setiyanto, 2021; F. M. Sari & Oktaviani, 2021; Schrape, 2018)

In this case, the researcher would focus on the use of Facebook as one of the media for improving the student ability in writing. In general, students have social media like Facebook to communicate with their friends to get information or learn English. Besides that student tend to prefer to use social media in daily activities and learning activities. This reason that makes researchers interested to find out how using Facebook can improve the students writing skills.

## **METHOD**

The research aims to find out students perceptions about using Facebook to improve students writing ability. The method of this research is qualitative, qualitative researchers investigate meanings, interpretations, symbols, and the process and relations of social life (Oktaviani, n.d.; Pahdi et al., 2020; Rido & Sari, 2018). Object in this research is students' perceptions. The study was conducted in Faculty of Arts and Education, Universitas Teknokrat Indonesia in Bandar Lampung. A qualitative survey was conducted to explore or to know how using Facebook can improve the students writing skills. For this purpose, 20 female chosen participants were asked to participate in the survey. The instrument used in this survey was a questionnaire. The questionnaire used in this survey consisted of two sections. Section A is about solicited demographic information of the students and their language usage, namely their activities on Facebook, and whether Facebook can improve their writing skills. Section B comprised items eliciting information on the influence of Facebook to improve their writing ability. This questionnaire used a 5 point Likert-type scale, in which responses ranged from 'strongly agree' to 'strongly disagree'.

## **RESULTS AND DISCUSSION**

The findings are presented in two sections. The first one presents the students general performance on Facebook. The second section answers the question whether or not using Facebook can improve students writing ability.

### **3.1 Table Result**

<b>Question</b>	<b>Yes</b>	<b>No</b>
Do you have a Facebook account?	20	

Do you often open Facebook account?	13	7
Do you consider yourself as an active Facebook user?	9	11
Do you often follow an account that often post quotations or captions in English?	9	11
Have you ever quoted an English caption?	16	4
Do you often re-write English caption in your book?	7	13
Do you think that the use of Facebook influence your writing ability?	12	8
Do you think that the use of a Facebook can increase your writing ability?	13	7
Did you intentionally read English caption or English fans page in Facebook can increase your vocabulary?	15	5
Do you think that reading a caption in Facebook can increase your vocabulary than you read it in dictionary?	15	5

	Disagree	Strongly Disagree	Neutral	Agree	Strongly Agree
A Facebook influence students writing ability.	1		5	11	2
By creating caption in Facebook, students can increase their writing ability.	2		3	10	5
By reading a caption in Facebook students can increase	1		4	11	4

their vocabulary.					
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From data above, we can see that all of the participant have a Facebook account, it means almost all of the students have this social media and 9 of 20 participants always use Facebook, and 13 of them often use Facebook. These data shows us that students like to use Facebook in their daily life. This data also shows that 11 participants strongly agree and 2 participants agree that Facebook influence students writing ability and 14 participants agree by reading caption in Facebook can increase their vocabulary and 15 participants agree by creating caption in Facebook can increase their writing ability. Increasing vocabulary and writing skills is not only by creating caption but also through read a caption.

From the results, Facebook, as a means for language learning, might influence the students writing skills. The students agree that Facebook can influence their writing ability. The results of the study are consistent with Kuswoyo & Susardi (2017); Meliasari et al. (2018); Oktaviani (2017) that students learned new sentences or new writing structures when they saw friends share feelings and ideas, and they commented on each other's comments.

## CONCLUSION

Overall, it can be said that students writing performance was improved with the use of Facebook in writing. With Facebook, more meaningful learning environment can be created and comment feature makes the learning process more easy and fun. Besides, this study is also hoped to make them notice the connection between the meaningful communicative use outside the classroom and writing activities that were conducted in a formal setting like classroom context. Additionally, a qualitative research also can be conducted in identifying the writing process involved in terms of language structure, writing style, tone and others (Pahdi et al., 2020; F. M. Sari & Wahyudin, 2019).

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