



## The Use of the Social Media in Developing Writing to Pre-Intermediate Learners in the Efl Classroom

**Makhsudova Munisa Jamol qizi**

Master's degree Uzbekistan State World Language University

**Turg'unova Shakhnoza**

UzSWLU senior teacher

**Abstract:** *The use of social media in writing is a helpful tool to apply in the learning/teaching process as it could assist them reshapes teaching ways by applying innovative technological options. They appreciate social media as a useful tool owing to creating written communication with students and teachers while it also offers easy content delivery. Social media can help learners to improve writing ability by proper ways. The objective of this research is to find out whether improving writing skills using social media can improve students' knowledge at the academic lyceum. The method of this research was quantitative method. The researchers used one group pretest-posttest design. it can be seen that the mean of pre-test was 55.40 while post-test was 74.90.*

### Introduction

In the teaching-learning process of English as a foreign language, students must master all of the English skills consisting of speaking, reading, writing and listening. Mastering English in the global period is critical. English is the most widely used language in international events. Many countries use English in their affairs, such as business, politics, education, science and technology, that is why English becomes a very important language. It takes a big role in many affairs. Due to the important role of English in all affairs, English is taught and learnt in non-English speaking countries, including Uzbekistan. In Uzbekistan English is a foreign language. It is taught and learnt as one of study subjects in schools, lyceums and universities. It may also be learnt for instrumental purpose that is gaining science and technology, which are mostly written in English. To teach writing pre-intermediate learners, is not easy. Teaching them is different from teaching young learners. We must have extra power to teach them, because the children have certain characteristics and need a certain treatment. So, we may use social media to improve their writing ability. Before continuing to the next stage teacher must have preparations to teach learners. Teacher will come across many issues when they introduce writing structures, types of writing by social media platforms during the class. On the other hand, for the students, they will be given something new which are different from their mother tongue. Teachers have been attempting for years to improve students' writing capability, trying out new methods of teaching that they hope it will be more productive. According to Brumfit (1995:7) "teacher needs the language. Basic competence is essential. However, this may pose problems in some educational traditions, especially where foreign rather than second languages are being learnt. The teacher also needs competence in primary teaching methodology." Writing is central to language and article importance to typical language learner. Without sufficient materials, one cannot write effectively or express his ideas in written form. "It is undeniable that learning vocabulary grows through incidental learning such as through continuous exposure to comprehensible language in reading, listening, speaking and writing exercises (Krashen,1981:361)". "Thus, meaningful and interesting instruction should of course be organized to achieve successful learning (Endang, 2001:73)." This



research has broader scope and it is impossible for the writer to handle all problems. Therefore, the writer limits the scope of the study. Here the writer focuses on the developing student's writing by using social media in academic lyceum.

### **Literature review**

English is the dominant language applied throughout the globe. English is a foreign language taught formally from primary school to university in our country. Due to the great significance of English in all spheres, not only it is being taught by teachers but also it is being learned by people. In learning and teaching English, writing is the most essential component which is useful and effective to make understandable written communication while social media plays a great role in education. Mc Cay and Peet and Quan Haase put forward the following definition: "Social media are web-based services that allow individuals, communities, and organizations, to collaborate, connect, interact, and build community by enabling them to create, co-create, modify, share, and engage with user-generated content that is easily accessible". Furthermore, Purcell, Buchanan and Friedrich (2013) revealed that use of social media tools and texting on mobile phones is beneficial to develop students' writing ability as digital technologies are facilitating young students' personal expression and creativity, and inspiring them to write in various formats. Today, teachers have been attempting to develop and strengthen students' writing, trying out new methods of teaching. Irfan, Ayaz, Saqib & Faheem (2016) emphasizes that social media brings positive result to the student in writing. Students' learning process from social media also will help to convince them to improvise their writing ability. After conducting the study, the researcher also concluded that the teachers have to play their respective roles efficiently by encouraging students to use social media as a tool to develop writing skills.

According to Hashim, Yunus, Ibrahim, Ivy, Jeri, Afifie, Ilahi & Hassim (2018), it shows social media brings a positive impact on students in developing writing skills. The reason behind the result is that students are influenced by social media in this 21st century which brings an opportunity for the students to develop their writing skills. As the researcher concludes that social media brings a positive impact on students' performance and also provides a solution for the low proficiency students in developing writing skills. Tamer, Jarrah, Rania, and Noraien (2019) show social media plays an important role in students' development of writing skills. This occurs because the students are influenced by social media. After all, it has become one of the tools that helps them to improvise their grammar and develop their vocabulary. The researchers also concluded that social media provide positive and negative impacts on students.

Moreover, Warschauer (2009) conducted a study on the use of laptops to improve writing skills. The findings of the study revealed that there was a significant improvement in students' writing as the use of laptops helped them to easily access the information to plan their writing, in drafting the papers, and publish their works after having immediate feedback and frequent revision. Tiene (2000) found that written communication by using social media allows students to actively participate in discussions at a convenient time and also facilitates them to express themselves in a more clear, planned, and structured way.

Therefore, the aim of this research is to examine whether teaching writing through the social media can improve pre-intermediate students' knowledge in the EFL classroom. This study has two research questions to address. To simplify the problem, it is focused on the improvement of pre-intermediate learners' writing success through the social media. This problem investigated in this study is made up the following questions:

- 1. Does the use of the social media improve students' capability on writing?**
- 2. Is there a significant difference between pre-test and post-test results using the social media to pre-intermediate learners?**



## Research Methods

In this research, there were two variables as follows:

1. The independent variable of research was the social media
2. The dependent variable of research was teaching writing

In this research, pre-intermediate learners were the categorical variable that means age group, gender and educational level, while the amount of time it took to use the social media to teach writing and the speed of learning were the continuous variable.

The researchers used the experimental design which was the plan to carry out a study with two variables. In experimental design, quasi-experimental research was employed as participants were not be selected randomly while the researchers did not desire to create a group for the experiment artificially. They had chosen one group in which was use pre-test and post-test design. Participants were taught through using social media, as well as, they were provided with critical materials prepared.

### *Participants and sampling procedures*

Population of this research were the students at academic lyceum in the academic year of 2021-2022. It consisted of one group in which the number of students were 10.

In this research, the researchers conducted the study in second year academic lyceum learners. The researchers used only one class as the sample of the research and the class were taught types of writing and structure by using social media. The table showed the number of the students in detail Table 1

No	Name	Proficiency	Age	Nationality
1	Anonymous	6	17	Uzbek
2	Anonymous	7	15	Uzbek
3	Anonymous	6	15	Uzbek
4	Anonymous	3	17	Uzbek
5	Anonymous	6	15	Uzbek
6	Anonymous	4.5	16	Uzbek
7	Anonymous	5	15	Uzbek
8	Anonymous	5	16	Uzbek
9	Anonymous	4.5	15	Uzbek
10	Anonymous	6	17	Uzbek

*Table 1: The number of the students*

### *Data collection instrument*

The researchers took pre-test to measure before the treatment to be aware of the participants' early achievement. Then, the treatment was given to the group to teach descriptive and narrative writing by using social media. There were some activities used for treatment. More precisely, academic words and structure of essays were taught by guessing the word meaning, showing the pictures/flashcards, brainstorming, using social media materials including pictures or videos posted on Facebook/Instagram/Twitter/YouTube etc. At the end of the research participants were given post-test to know their outcomes and achievements after the treatment.

In this research, the instrument was paragraph writing. The researchers gave activities in form of sentence completion, matching, multiple choice, writing by looking at pictures and others.



**Data analysis**

Participants’ responses on pre-test and post-test were analyzed with JASP. First of all, descriptive statistics were calculated then internal consistency was calculated with Cronbach’s Alpha. Normality of the people’s responses was tested with Shapiro-Wilk and checking skewness and kurtosis, revealing the data were normally distributed. Thus, a paired t-test could be used for comparing the means.

**Procedure**

The initial draft with 10 items was piloted on a group of 10 students at academic lyceum. In order to ensure that teaching writing developed in this study had adequate measured participants’ responses about the use of social media in the class, reliability (Cronbach’s Alpha) and construct validity (factor analysis) were calculated. Reliability of the questionnaire was .82 with the full sample (n = 10).

**Results**

The researcher got the data in the form of score. The score was derived from pre-test and post-test. The pre-test and post-test were held on October November 2022. The researcher conducted pretest before treatments given and post-test after treatment given.

A paired samples T-test was used to identify differences between mean scores of the pre-test and post-test results of participants, revealing statistically significant differences and small effect sizes between pre test and post-test

**Table 2 Paired Samples T-Test**

Measure 1		Measure 2	t	df	p	Cohen's d
Pre-test	-	Post-test	-7.071	9	< .001	-2.236

*Note.* Student's t-test.

It is showed that our p value is <.001, which means it is less than the alpha .05. therefore, we will reject the null hypothesis – there is a significant difference in the pretest and posttest.

$t(9) = t = -7.07$   $p < .001$ ,  $d = -.24$

**Table 3: Descriptive It showed mean and standard deviation**

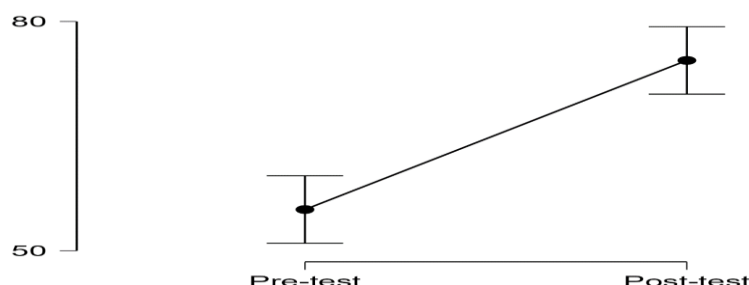
	N	Mean	SD	SE
Pre-test	10	55.400	6.670	2.109
Post-test	10	74.900	6.919	2.188

A total of 10 individuals participated in this study and were in the group. Participants reported significantly difference between pre-test ( $M = 55.40$ ,  $SD = 6.67$ ) as compared to post-test results ( $M = 74.90$ ,  $SD = 6.92$ ) using social media to pre-intermediate learners.



**Table 4: Descriptive Plots**

**Pre-test - Post-test**



According to the data above, it can be seen that the mean of pre-test was 55.40 while post-test was 74.90. The mean in post-test was higher than pre-test, it was indicated that students' writing capability has increased after they got treatments by using social media.

**Table 5: Descriptive Statistics**

	Pre-test	Post-test
Valid	10	10
Skewness	-0.619	-0.097
Kurtosis	0.897	-1.967

Pretest and posttest scores for developing writing were normally distributed, skewness and kurtosis statistics are between -2 and +2. Pre-test (-0.62, 0.89) and posttest (-0.097, -1.97) are within the acceptable range. As well as, Shapiro-Wilk showed the *p value* (0.923; 0.400) which is more than 0.05, therefore, the test is normally distributed.

**Table6: Assumption Checks**

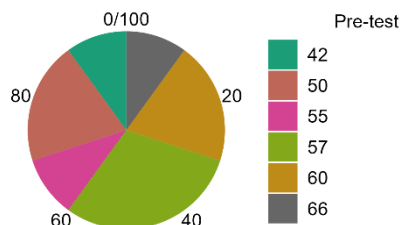
Test of Normality (Shapiro-Wilk)					
			W	p	
Pre-test	-	Post-test	0.925	0.400	
<p><i>Note.</i> Significant results suggest a deviation from normality.</p>					



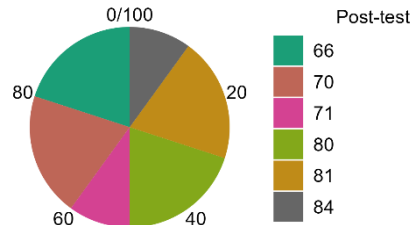
The pie charts illustrate the results of each student in pre-test and post-test.

*Pie chart: the results are taken from the JASP*

**Pre-test**



**Post-test**



**Discussion**

Addressing the first research question, the results showed that the students’ writing capability at academic lyceum was still low. It is proven by the score of the students in research. There were half of the students who got the score under 80. It means that the students’ writing capability is still low and need to be increased. To solve the problem, the researcher applied the social media in teaching descriptive and narrative writing. Thus, the objective of this research was to know whether there is significance of using social media towards students’ writing capability at academic lyceum in the academic year of 2022/2023.

This research had been carried through sixteen steps. They involved try out test, pre-test, fourteen times of treatments and post-test. The research had been conducted in October and November. The researcher prepared some items for pre-test and post-test.

Turning to the second research question, there is a significant difference between pre-test and post-test results using social media to pre-intermediate learners. It compared to means of the pre-test and post-test.

From the explanation above, it can be concluded that there is impact of using social media towards students’ writing capability at academic lyceum in the academic year of 2022/2023.

**Conclusion**

At the end of the research, the post-test was given to measure the use of social media to teach descriptive and narrative writing to the students. The mean score of pre-tests was 55.40 and the mean score of post-tests was 74.90. It showed that the students post-test score was higher than students’ pre-test score. The result of the data calculation where null hypothesis ( $H_0$ ) was rejected and ( $H_a$ ) was accepted. It means that social media can give a significant improvement in teaching writing. It can be proved from the hypothesis test.

Based on result of data analysis, the researcher concluded that there was significant influence of social media towards students’ writing capability at the academic lyceum in the academic year of 2022/2023.

**Suggestions**

The students ought to also have high motivation and practice what they learnt from their teacher everywhere and every time to develop their skill in writing proficiency indirectly. The students should learn how to write other types of writing by using social media in order to improve their writing skills.

