The Role of Social Media in Development of English Language Writing Skill at School Level

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Abstract
Social media have been used for teaching and learning for quite some time. Social media as a learning platform making it possible for students to do self-study, exchange ideas, give comments, and submit the assignments in order to improve their grammar knowledge and writing ability. This study investigated to see how students perceived Social media in terms of ease of use, usefulness, and attitude toward the use of Social media for doing the activities and examined whether these factors were correlated. The sample consisted of 132 secondary school students selected via random sampling technique. The data was tabulated and analyzed by SPSS version 23 and applying descriptive statistical tools. It was found that social media plays a significant role in development of English language writing performance at school level.
Keywords: Social Media, English Language, Writing Development, School Level Learners

Introduction
The rapid evolution of technology facilitates the birth of fast growing social media tools that are increasingly being used by students in social and academic settings. In academia, social networking sites are deemed as valuable in language learning as their community-centered design supports the dissemination of authentic language, and encourage meaningful interactions beyond the classrooms. As students are ready for technological changes in learning (Akhiar, Mydin, & Kasuma, 2017), it is time that higher education institutions harness their potential to better serve the students' creative needs. At present, Facebook, Twitter, and Instagram are popular forms of SNS with a high rate of university students' demography (Gettman & Cortijo, 2015); hence could be employed as mobile learning tools to positively impact language learning.
English is the official language of the world. However, the traditional methods of teaching English in Jordan reduced English language learning to mechanical memorization and

miserably fail to develop language competency among the students as it depends largely on lecturing and is mostly done in the traditional chalk-andtalk way, (Al-Jarrah et al., 2019; Gillett, 2009). These stereotyped methods and teaching material makes the learning a monotonous activity and creates distaste among the students by reducing them to mere passive receptors of language and not active participants in the learning process (Sumathi, 2016). Students have little chance to use English in communication and limited exposure to academic English, therefore, they are often unable to fully comprehend lectures or actively participate in class discussions. Many are also hampered in their ability to express themselves in writing, (Gilakjani & Ahmadi, 2011).

Writing is one of the four language skills that requires a special attention. It is a significant skill in language production (Kellogg, 2008) 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, Kiuhara, 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.

Technology is currently being used to make teaching and learning more engaging and stimulating. We see more and more websites and applications such as Facebook, YouTube, twitter and email becoming part of the teaching and learning process. Probably the most widely used social networking site in the world, social media enables people to share and get in touch with other people who make up their network (Selwyn, 2007). They also serve to facilitate online communication, interrelation and cooperation. A large number of students rely on social media as a means to get in touch with friends. Valenzuela, Park, and Kee (2009) found that freshmen mainly used social media about an hour daily to socialize with friends. This shows what potential social media has as a method for online learning. Ranked in the top 20 countries with the most social media users, the social networking site is now an essential aspect of daily life. Apparently, social media are highly likely to prove advantageous to students should it be capitalized on as part of the learning process.

Literature Review

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 lets 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, Bkeer (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. Babbie (2015) 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. 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. Mingle and Adams (2015) stated that there are some students experienced improvement in their reading skills as a consequence of participation and involving social media. Also, respondents shared ideas, discussed and shared examination questions among themselves on social media.

Moreover, 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 another study, Mushtaq (2018) discovered social media as a factor in the lacking of habits of reading newspaper among students and it may cause them to lose much advantageous information consist of the newspaper.

Furthermore, Urdan and Schoenfelder (2006) alleged that social networking is absolutely affecting students' effectiveness as well as their grades. Therefore, educators need to be worried about these problems and attempt to find better ways to solve these problems. Though, framed within an academic context, the concepts outlined here can be used to investigate the use of communication technology not only at school, but also at home, workplace, and many other settings, and for a diversity of different viewers like teenagers, young adults, the elderly, or families.

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.

Methodology
The quantitative research design was chosen as the main and substantial method of the study. In a quantitative method, the researcher collects, analyses and interprets different kinds of numerical data obtained from a large population.

Participants
The respondents of the study were secondary school students Almazar, Irbid. These respondents were randomly selected from the secondary school level. There are more than 400 students studying in Almazar secondary school. From among them, 132 students randomly were chosen as the subjects of quantitative data.

Research Design
The study was descriptive in nature which attempted to make an analysis of social media role in writing development of English language at school levels in Irbid, Jordan. The population consisted of all students who were learning English at secondary level at school. The sample of the study in hand comprised 132 students who were currently learning English at the secondary level either functional or compulsory English. The researcher used self-made questionnaire as a research instrument for collection of data, and then the collected data was statistically analyzed by SPSS version 24 in order to find out reliable result of the study.

Objectives of the Study The following were the main objectives of the study:
1- To highlight the views of school students regarding the use of social media in writing performance development of English language.
2- To identify the role of social media in writing performance development at school level.

Results and Discussion
The primary source of data collection included a questionnaire addressed to the students who are currently learning English at school level.
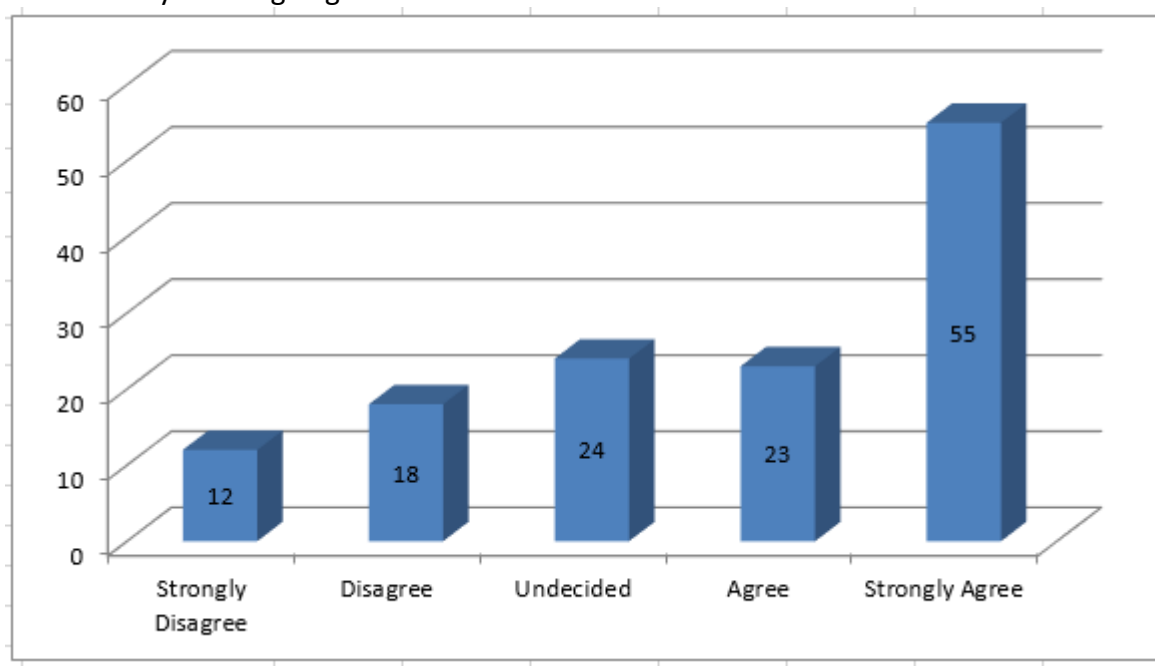

Table 1
The role of social media in English language writing performance development

Scales	Frequency	Percentage
Strongly Disagree	12	9.09%
Disagree	18	13.64%
Undecided	24	18.18%
Agree	23	17.42%
Strongly Agree	55	41.67%
Total	132	100%

The above table clearly highlights the role of social media in English language writing development because 78 (59.09%) respondents either 'Agreed' or 'Strongly Agreed' to the statement that social media use plays a dominant role in writing development. A sizable number of 18(13.64%) 'Disagreed' and only 24 (18.18%) of the respondents remained 'Undecided'.
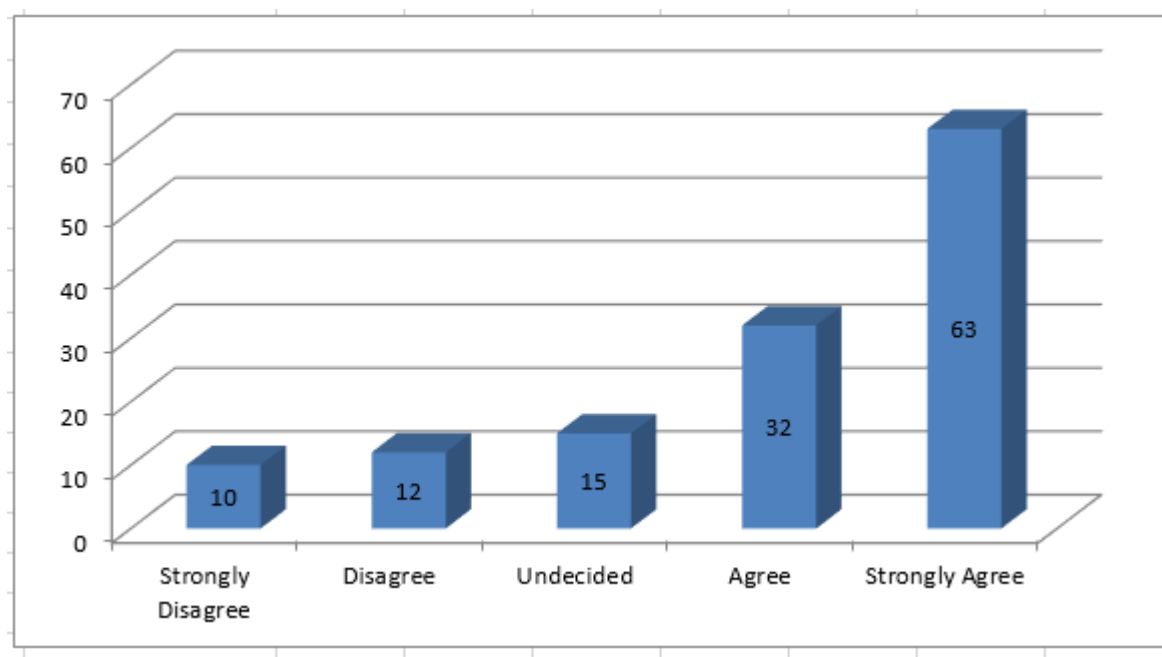
Table 2

Social media use is not difficult for English learners at school level.

Scales	Frequency	Percentage
Strongly Disagree	10	7.58%
Disagree	12	9.09%
Undecided	15	11.36%
Agree	32	24.24%
Strongly Agree	63	47.73%
Total	132	100.00%

The data presented in table 2 indicated that out of 132 respondents 12 (9.09%) 'Disagreed' to the statement that the use of social media is not difficult of English language learners at school level in order to improve their writing performance, while a majority of 10 (7.58%) strongly disagreed to the statement. Another 15 (11.36%) respondents stayed 'Undecided'. A large number of 32 (24.24%) respondents 'Agreed' to the statement, and high number was 63 (47.73%) percent respondent 'Strongly Agreed' to the statement.
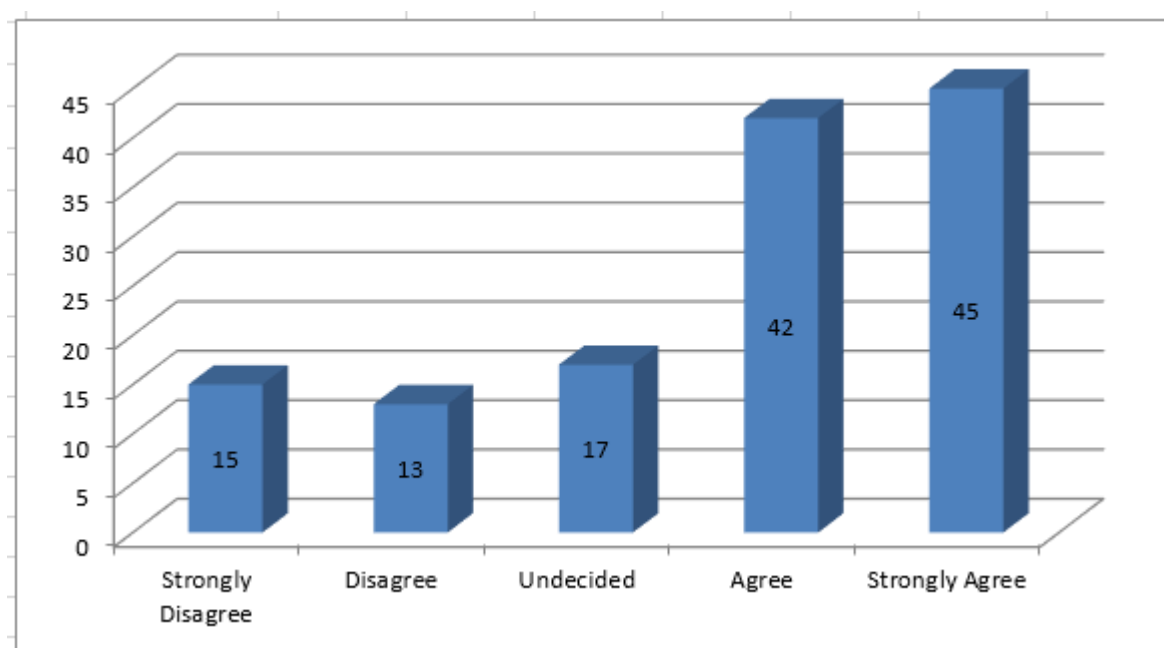
Table 3

Students at school level use Social media for English language writing development

Scales	Frequency	Percentage
Strongly Disagree	15	11.36%
Disagree	13	9.85%
Undecided	17	12.88%
Agree	42	31.82%
Strongly Agree	45	34.09%
Total	132	100.00%

The data presented in table 3 highlighted that out of 132 respondents 15 (11.36%) 'Strongly Disagreed' to the statement, while 13 (9.85%) respondents 'Disagreed' to the statement that school level English language learners use various social media sources for English language writing development. Another 17 (18.88%) respondents remained 'Undecided', while 42 (31.82%) 'Agreed' and another 45 (34.09%) respondents were found 'Strongly Agreeable' to the statement.
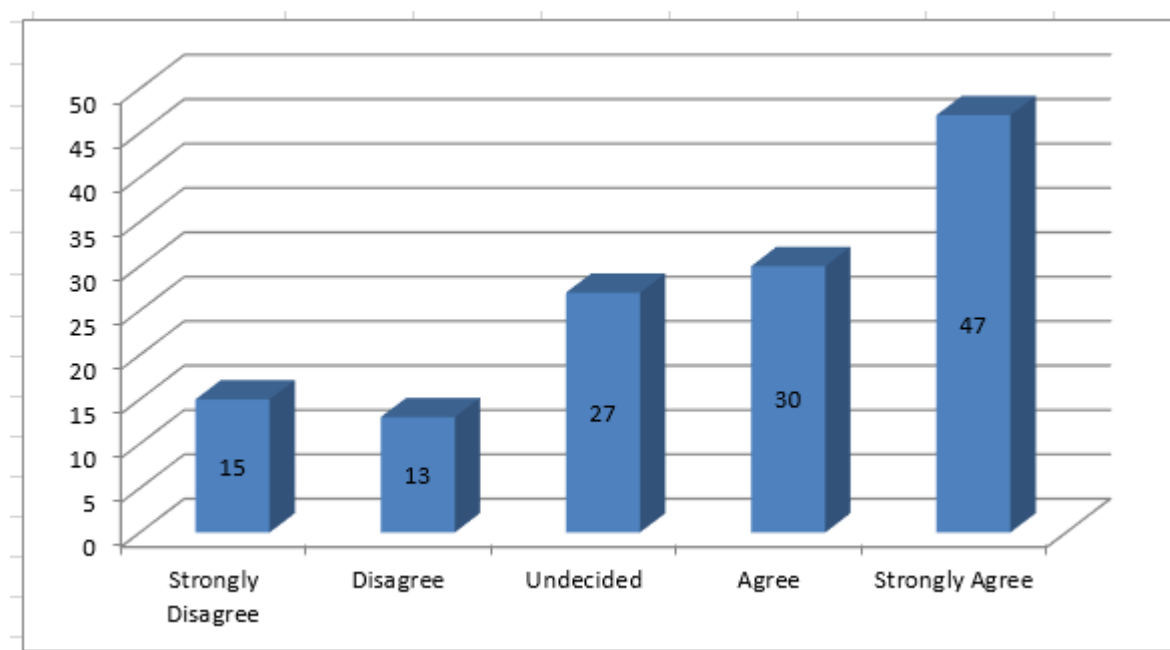
Table 4

Social Media is an easy way for development of English writing skill.

Scales	Frequency	Percentage
Strongly Disagree	15	11.36%
Disagree	13	9.85%
Undecided	27	20.45%
Agree	30	22.73%
Strongly Agree	47	35.61%
Total	132	100.00%

The data placed in table 4 showed that out of 132 respondents, a vast majority of 77 (58.34%) respondents either 'Agreed' or 'Strongly Agreed' to the statement that the students do not feel any boredom while using different social media sources for English language learning at school level. A medium number of 27 (20.45%) respondents remained 'Undecided'. While 13 (9.85%) respondents showed their disagreement to the given statement.

The researcher used questionnaire items to measure the role of social media in developing English language

Number	Items	Mean	Standard deviation	Level
1	I make use of social media to disseminate knowledge to my classmate.	4.35	0.73	High
2	I use materials gotten from blogging sites to complement what I have been taught in class.	3.96	0.66	High
3	Social media is a good place to check class notes or homework posted by the teacher	4.06	0.76	High
4	I engage in academic discussions on social media and this has improved my academic performance.	3.69	0.75	High
5	Watch cartoon with English sound track from websites	3.90	0.74	High
6	I usually have unlimited access to social media and this has affected my academic performance negatively.	4.05	0.78	High
7	I will not perform well in my academics even if I stop using social media.	4.04	0.75	High
8	The usage of social media for research has helped improve my grades.	4.08	0.71	High
9	Engaging in academic forums on social media reduces my rate of understanding.	3.69	0.70	High
10	Use online dictionary to solve linguistic problems	3.90	0.72	High
	Total	4.00	0.50	High

Table 1 shows the overall mean score of perceived usefulness of social media which was at high level (Mean = 4.00). The first highest mean score fell on item no. 1 (I make use of social media to disseminate knowledge to my classmate, Mean = 4.35), followed by item no. 8 (The usage of social media for research has helped improve my grades, Mean = 4.08), and item no. 3 (Social media is a good place to check class notes or homework posted by the teacher, Mean = 4.06). The lowest mean score was on items no. 9 (Engaging in academic forums on social media reduces my rate of understanding, Mean = 3.69). It is interesting to see that all of the items were at high levels.

Discussion
The results and findings of this study revealed that social media plays an important role in writing performance development of English learners at school level like: it facilitate the English learners to learn new words and vocabulary suitable for them in the ability of English language learning, it is easy for English learners as compare to books reading and other text materials, and arouse the interest of English learners towards the English language learning,

and the English learners may use social media tools for a long enough period of time without any hesitation or boredom. Similarly, the findings of the study also confirmed with (Al-Jarrah, Talafhah, & Al-Jarrah, 2019) that the use of social media is easy for young university level learners as compare to books, or other text materials while going to library and get books related to vocabulary development. However, the learners may use social media sources like Facebook, twitter, flicker, YouTube, WhatsApp, and other so many tools of social media to improve their writing performance of English language not only in text form but they may see the pictures of things through online media.

Conclusion
In the current context, it is important that students keep abreast of technological developments and are aware of English language skills, that each learner possesses these need to be harnessed and developed further to both engage learners and improve their English language skills. Based on the research findings, a high percentage of students use social media. After the successful of completion of this descriptive study it was concluded that social media role is dominant in writing performance development of English language at school level. The role of social media in English language writing 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 writing skills. Moreover, Emerging technologies, especially social media, have transformed the forms and genres of writing. Studies suggest that pedagogically sound use of social media has the potential to increase students' motivation for writing, strengthen their awareness of audience and authorship, and promote writing development. These affordances of social media expand opportunities for second language learners to engage with writing in their daily lives and can enhance students' writing development in classroom environments.

Contribution of this Research
This study is significant to the teachers, parents, and students. This study will serve as a guide and help the teachers of the school to know the influence the social media has and is still wielding over the academics of students especially on their English speaking and writing abilities, and also as an eye opener for them to assist in enlightening and creating awareness for the students, enumerating to them the possible negative influences it could have on them if not checked
In the same vein, the study will enable the students of the senior level to have an understanding that, apart from the social benefits of this social networking site which is more protected, using the sites more than necessary will pose possible dangers to their life and career. It will be relevant in assisting students in understanding the diversity of social media. It will provide relevance material for students and other researchers undertaking similar research.

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