Web 2.0 Platform as a Creative and Interesting Supplementary Tool for Teaching Writing

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Abstract

In this 21st-century learning, which is interconnected with technological advancements is different from traditional language teaching, means teachers as the agent of education need to promote the rapid penetration of technology into the educational cycle. For that reason, the research examined the English writing teacher's experience in using Facebook, to support EFL learners in a tertiary level education in Indonesia, to know how the teacher integrate social media especially in teaching writing. The participants of the study were 21 EFL learners' majors in the English Department, as well as the instructor of writing class. The data obtained, such as transcript from interviews and class discussion in the platform was analyzed inductively, interpretively and qualitatively. The teacher's counter-interviews had been tested using initial coding. The research offers language teachers with ideas to be taken into the platform in the context of the EFL and supports better instructional design using Facebook.

Keywords: Facebook, Writing, EFL

1. Introduction

Teachers' role in the modern era is far more critical and demanding than it was a century ago. However, the popularity of computer and emerging technology nowadays cannot displace teachers; they have fundamentally affected teachers' role in the teaching and learning cycle (Rahimi et al., 2018). Contemporary teachers cannot pretend to play the function of authoritative providers of knowledge, as their students have unparalleled exposure. Furthermore, since the digital native students are somewhat different from the students that teachers have taught in the past, teachers in this era need to know how to utilize fast-moving technology to tackle the instructional demands of the modern era (Gerard et al., 2011). Hence, today is the best moment to step away from the pendulum mindset of education technologies that bounces teachers back and forth between two pedagogical poles; from a chronic techno-philia ("strong affection" toward all technological advancements without paying close attention to their future educational consequences) and uncompromising educational technophobia articulated by fear and cynicism regarding emerging educational technology and their potential pedagogical effects (Uzzo et al., 2018). As Harris and Hofer cautioned, if the teachers do not carefully examine the pedagogical implications of computer-based instruction and whether technology innovations will help to solve teaching and learning problems, teachers are bound to continue to reform educational system again and again, with little meaningful results (Harris & Hofer, 2011).

The use of technology considered as an innovation in which deemed an essential part of daily life including in educational system (Rahimi et al., 2018). The term innovation defined as "idea, practice, or object that is perceived as new by an individual or other unit of adoption" (Börekci & Aydin, 2020; Hyland & Wong, 2013). The effectiveness of the integration of technologies in an educational setting is predominantly based on teachers' competence and expertise to implement it (Ramanair et al., 2017). With the emergence of the technologies in education, the Indonesian government also has regulated or Highly promoted the rapid penetration of technology into the educational cycle. The Standard of

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Primary and Secondary Education Processes as cited in the Regulation of the Minister of Education and Culture of the Republic of Indonesia, 2016, stated that The education unit learning system, which is implemented in a way that stimulates, entertains, communicates, motivates, allows students to participate effectively, and offers ample room for effort, imagination and individuality, pursuing skills, desires, physical and psychological growth of the learner. Therefore, following the graduates' competency standards and the content standards, one of the learning principles used is communication and information technology to boost learning efficiency and effectiveness. It means that the government supports any technology integration in the classroom activity to improve the efficiency and effectiveness of the teaching and learning process. The past authoritative sources condition of knowledge, like textbooks and teachers, are being challenged nowadays. The abundance authority of high quality of knowledge and educationally firm distribution of knowledge is already accessible online. We can find many learning videos on YouTube with a different subject created and developed by well-respected teachers. There are also so many teaching and learning applications, like Ruang Guru, Zenius, SEVIMA, EdLink, Blackboard CourseSites, Quipper, and many others that could help either learners or educators to enhance and ease the teaching and learning process.

Nevertheless, the proliferation of technology indicates that educators are now expected to develop a degree of technical maturity to communicate with millennial learners. This complexity is added to teachers' pedagogical reasoning processes (Ramadhani, 2018). As a result, the benefits of the classic method can and are gradually repeated and disseminated across information and communication technology (ICTs). As a consequence, teachers' instructional methods and pedagogical capabilities need to be extended beyond outstanding material delivery. Rapidly growing research on the teaching system is pointing toward the capability of learners to construct pedagogical, technological, and material awareness for this 21st century of learning activity (Koh et al., 2015; Ramadhani, 2018).The number of language researchers and teachers realized that the application of technologies promotes the language teaching process (Mindog, 2016; Widodo & Rozak, 2016; Yen et al., 2015). By all of the applications, computer-mediated communication (CMC) and Social Networking Sites or also known as SNS enables learners to participate and create a learning group in order to build comprehensions, diminish learning gaps, enhance their autonomy, establish personality, and communicate in a virtual environment as well as can be used as supplementary tool in pedagogy (Ramanair et al., 2017; Rubrico, 2014; Suthiwartnarueput & Wasanasomsithi, 2012; Wang, 2015; Wu et al., 2015; Yu, 2014). The technological tool's operation is significant for endorsing participation and developing interaction between users (Alameen, 2011; Xu et al., 2019). It might result in the improvement of learners' autonomy, cross-cultural knowledge, and language competence by digital technology resources (Lawrence et al., 2020). The scientific term of this contemporary framework in education is called "Technological Pedagogical and Content Knowledge" (TPACK) that popularized by (Koehler & Mishra, 2006). TPACK appears to be the fundamental dynamic of non-structural activities that use technology (Archambault & Barnett, 2010). So, it must be interesting to discuss the real application of technology to be integrated in the teaching and learning process.

Many of the studies showed that Facebook platform, a universal and popular social media platform, has a big future to nurture language students' socio-pragmatic alertness (Dizon, 2016) and has been used as a supported English learners (Börekci & Aydin, 2020). Students could participate in further learning experiences on social media sites (Chen, 2016), increase the possibility of communicating using the target language, and helping to grow the language skills through engagement in such social media (Peeters, 2018; Peeters & Pretorius, 2020; Sun & Yang, 2015). Using Facebook within educational environments, especially EFL, made it possible for learners to maximize the quality of language output even outside of the classroom language practice. Some of the research primarily focus on learners' experience on Facebook application without any further investigating the viewpoints of instructors (Jin, 2015; Majid & Stapa, 2017; Ulla & Perales, 2020).

This study aims to investigate how the instructor incorporates social media sites in the context of classroom activity. To fulfill the gap, the current research mainly elucidates the teachers who teach writing course involvement in incorporating the platform during the learning activity and displays the way teachers co-composed a training group with the learners to see the real implementation of using Facebook as a supplementary tool especially when teaching writing. The beginning point of this study starts with an overview of the methods, then presents the findings accompanied by a resolution of the research.

2. Method

The primary purpose of this study is to gather a deeper understanding of how the lecturer of writing course utilizes the Facebook platform within the teaching and learning process. This study used qualitative research design. This case study approach gives researchers an objective and systematic view of the teaching scenario. Robust discovery of human activities, the image that can be used as a focus, and the world 's perceptions can be depicted. This study had done in one of private University located in Malang, East Java. The population of this study is 21 EFL learners' majors in the English Department and the lecturer were being the participants in this research, 9 males and 12 females. All of the population took as the sample of the study. All students were enrolled in the Diploma three English Study Program. They took three-year-long of the study. The learners took directly of classroom activity. They adjoined for 1 hour and 40 minutes, once a week, for writing two courses. The content of the course aimed at "narrative, descriptive, and explanatory writing." The program will improve learners' ability in writing skills and increase grammatical knowledge. Learners intended to build general writing skills, create links between reading and writing, and learn numerous writing aspects. The sample is the instructor of writing class (Mrs. Cattleya) at the college where this study was executed. The first procedure of this study is that the researcher contacted Mrs. Cattleya by e-mail, then requested consent to review and interview her online. Since the contact was by e-mail, the instructor discussed her teaching practice and context with the researcher. Mrs. Cattleya claimed it was her 5th year of teaching periods at the University. She formerly served as a part-time instructor at some colleges for two years. Mrs. Cattleya accepted a Master's degree in English Education from an outstanding public University in Jakarta, Indonesia. Her area of research involved the use of technologies as a way of promoting language learning. She has already published some International journals about "Computer-assisted language learning" (CALL) and "Mobile Assisted Language Learning" (MALL). She meticulously planned a teaching material for the next semester. She was a heavy user of social media, including Facebook, based on her explanation. She signed in to the social media site daily and searched for the latest updates made by her Facebook peers. She was acquainted with the platform features before the actual report.

Data were obtained through observation of Mrs. Cattleya's class interaction and her learners on Facebook and by conducting a semi-structured interview with Mrs. Cattleya. All names in this study are pseudonyms. All of her posts on the platform were documented on Facebook. Mrs. Cattleya allowed the researcher and the learners to access the writing group that was expressly resembling the learning activity at the early of the semester. The users on the Facebook community were eligible to suggest newer subjects, add updates on current issues, "like," give comments, and share ideas. Mrs. Cattleya is the administrator of the Facebook class. She can post the materials for the students and able to delete the articles on the Facebook wall. Thus, all posts created by Mrs. Cattleya and the learners recorded until the creators or the page administrator removed them. The interview activity was analyzed using an inductive approach and also grounded theory data analysis. Mrs. Cattleya's counter-interviews had been tested using initial coding. According to this preliminary coding, essential sections and points arose from systematic, detailed data analysis. The problem of trustworthiness had been resolved by taking two stages to enhance the consistency of data analysis. Firstly, the researcher delivered the transcripts of the interview back to Mrs. Cattleya for verification. Second, the Facebook updates and the

interviews with Mrs. Cattleya were checked. Therefore, the researcher intended to have a clearer understanding of how Mrs. Cattleya and the learners used page on Facebook for the writing class and to address results from Mrs. Cattleya's point of view.

3. Result and Discussion
Research Result

To explore how Mrs. Cattleya and the learners have been regularly participating on Facebook, the early phase is to analyze the existed interaction during their online activity, influencing the categories of every post on Facebook. Based on the evaluation of the posts, Mrs. Cattleya was asked detailed questions regarding the post in the interview session. Thus, her viewpoint on the Facebook application committed to being verified. From 112 updates, 7 were Facebook notifications, e.g., inviting an individual to the Facebook account class group. Eleven subjects have arisen, all of which have been posted by Mrs. Cattleya. There are also 8 topics related to writing prompts that helped learners concentrate on the writing tasks or on what the learners learned in the class. The following four topics addressed the development of the learning purpose, the classroom administration, and the students. 91 postings responded to the topics. 4 posts categories on this site have been con-structed: The reaction of learners to classmates, learners to the teacher, teacher to learners, and teacher to herself. It was observed that almost all of the reactions were generated by the learners to answer the teacher. Mrs. Cattleya's feedback was the second most frequent kind of response. The learners rarely offered insight to other friends' comments or postings, so there were only seven cases in the group. The summary of the Facebook activities is shown in Table 1.

A meticulous, repetitive review of the transcripts of the interview was performed to figure out the potential patterns. Three main issues are arising from the data, namely: (1) participation of the learners, (2) Relation between direct meeting course and using platform communication, and (3) Facebook affordances. From the teacher's point of view, the implementation of Facebook in the classroom included four prominent discussions. Covered by this theme, "students' participation," there are four categories: learners' characteristics, Mrs. Cattleya's scaffolding, the teacher's attitude towards the learners' writing task, and the learners' attitude during writing class discussion in the Facebook. These proper-ties are explained as follows.

Table 1. The Summary of the Facebook Activities

Type	Number of Topic	Subcategory	Number of Post	Example
FB Initiated topic	7	The incorporation of learners as a group member on Facebook	5	**Ratna** added **Ayu Melinda** to the group.
		Notifying the students about their established Facebook group	1	**Jasmine Nur** created the Facebook group.
		Showing all participants in the group	1	Cattleya and **21 other people** are added in this group
The initiated topic of the teacher	11	Posting the writing prompts	8	Since we have discussed the various part of speech, how you use the part of speech in your writing task?
		Augmenting supplementary material	2	(Just for reference)
		Managing the course	1	The page in this platform is set up to assist us in exploring the perspectives or problems around the learning writing skill

Type	Number of Topic	Subcategory	Number of Post	Example
		Expressing wishes to students	1	Good luck on your midterm, dear fellow students!
The initiated topic of the students	0		0	
The comments of the students	68	To other students	7	**Siti Kholifah:** I experience the same problem, but we can practice together and improve together. :)
		To the teacher	56	**Anisbatul:** There are two difficulties in English writing for me, which are word spelling, and wordbook. Occasionally, I do not recognize spelling issues. My vocabulary knowledge is narrow to utilize in writing tasks. I am sure that is why I failed in my writing twice. However, recently, I have been able to remember new words.
The comments of the teacher	23	To students	23	**Siti Kholifah**: I notice your effort and passion; I firmly believe you are going to do more fabulous in the future. Let us make gradual steps together =))
		To her posting	3	Lee: http://www.nciku.com.tw/space.php?uid=11264&do=thread&id=3425

Mrs. Cattleya stated that her students' low proficiency motivated her to change the class activities to be on Facebook. Hence, this method would give students more chances to study the teacher's resources by getting involved in the Facebook discussion. She said,*"Throughout the very beginning of the course, I only speak English in class to discuss the idea of writing skills, and then I felt that it did not feel useful. I also modified and tried to use Bahasa Indonesia. Moreover, if the interaction in class is "synchronous" and "simultaneous," they can put more strain on themselves because they get enough energy to talk about writing content that is going to be more comfortable. They tend to do it at home without much strain. When I ask them to tell me right now, they are going to stress out."* The learning beliefs of the students and objectives often affected their participation in Facebook. Such as, Mrs. Cattleya specifically argued that a student who is good at writing but rarely participated in the Facebook discussion. She would not post her responses before she knew that her spelling, punctuation, grammar, content, and vocabulary were utterly perfect. Besides, the learners seek to meet the project criteria (i.e., 3 posts). If they can complete the assignment requirements, the learners would no longer remain on the writing page. She depicted, *"One of the students was different. His writing skills were excellent. However, he did not want to show his responses, except the statements, were nearly great. I just told him that it was fine to share anything you had. Do not feel so self-conscious about that. You should compose anything you want to do. However, he did not want to do so. Many students appeared to be only "careful" regarding the content of their learning, and whether they fulfilled the tasks."*

Furthermore, the learners attended almost all of the courses together in a face-to-face forum. Their interaction to do online discussion decreased as their direct meeting class activity was much more impactful. The situation illustrates why the students had no suggestions on one another but preferred to react to their educator's writing cues on social media. That is in line with what Mrs. Cattleya stated, *"They have met every day since they took the same lesson. If they were to connect, it would be better for them to have "visual communication" instead of putting it on Facebook."* Mrs. Cattleya adopted different

approaches to developing her learners to deal with the learners' minor participation in their Facebook discussion. She told the students to do the assignments on the Facebook page for each one of the classes. Furthermore, she controls the students' grades as a tool to make them engage in the online discussion, then creates an arbitrary page. She did those to track the activities during discussion online. Ahead of the midterm test, she conducted a consultation to drive her students to join the discussion. She figured out that the consultation had a considerable influence on her students, *"… As students had input from the instructor at the meeting. I will reflect on their difficulties and advise them on how to make their writing skill better. Then, they asked me how to compose draft finer in English, too."*

As she was delivering feedback for her students on Facebook, Mrs. Cattleya focused on their ideas by providing the various replies. Sometimes, she inserted multimedia links, famous people's quotes on articles, or equip commentary around semantic issues that may disturb most of the students. She noticed, *"Typically, I concentrated on the macro-level of the comments. Hence students could notice that I already read their posts. The goal was to maintain our online conversation moving through this discussion. As only some students would write comments to one another, at least I need to do that. I noticed that they have several punctuation concerns. They even posed concerns about punctuation in the classroom. So, as I can "address" their queries, I am going to "address" them on our Facebook."* Mrs. Cattleya had quickly adjusted her online discussion role to be a primary discussant. As an active discussion, she could lead the discussion and hook up the course content with the discussion. She noted, *"In the beginning, I only felt that I moderated the conversation a bit. However, I knew that I am the critical role of the forum. I needed to "proactively manage" our conversation. Also, I needed to mention the topic that we were arguing in the direct online chat. So, the web conversation became part of my classroom teaching."* From the reflected analysis in Table 1, it was found that the teacher, Mrs. Cattleya, became the most active discussant. She proposed writing cues and often wrote feedback to the students' comments. Based on Mrs. Cattleya, she was dedicated to the online dialogue not only to be seen as a method but also to form compatibility with them. She stated, *"I was attempting to offer "fair" replies to each of them. Instead, the students might know like the instructor paid enough awareness of what they have submitted. In my opinion, if I did, they might appreciate my answer. When he/she heard the suggestions, he/she will be better and engage more actively in the debate. If anyone indicates whether he or she is a participant of the conversation, at least "emotionally" authors feel secure. I would say that what I did was better than just giving out tasks and creating those Facebook posts. I was told I would be their faithful follower. Nevertheless, the "readership" is public."*

The students did not entirely enjoy the online interaction on their Facebook page since it begins this semester. Besides, the students thought that it was not useful to improve their writing skills. Mrs. Cattleya cited a question coming from one of her students about the aim of having this program. Their hesitation arose from the ones who are confused during the online interaction during the writing activity program. Thus, the learners are doubtful and turned them into passive participants during the discussion. She pointed out, *"One student who has excellent writing abilities approached me and told me that the strategy might not be suitable for us. He asked me to rethink performing Facebook things, such as peer reviews. In the meantime, students were confused as to why they were expected to do so when they had little direct knowledge of online communication."* Nonetheless, by executing Mrs. Cattleya's advancement and commitment to the online class activity, the learners steadily received it and are more encouraged to participate in the online discussion. According to the given feedbacks from the same students who asked the aim of the program, Mrs. Cattleya assumed that they required more time to sense it before they could get involved in the online discussion. She remarked, *"After a few weeks, he decided it was great to use Facebook. So, utilizing Facebook requires times to help them to get wonted and understand the program. Time is essential, then."* The next theme was perturbed with the correlation in direct and virtual class activity. Mrs. Cattleya pointed out that the target of the class activity is on English writing skills. Facebook was the only social media as a supporting platform to assist learners to get better. She discovered, *"Since our objective was to learn languages,*

Facebook has been an easy-to-use resource. The essence of instruction was how to keep students involved and able to invest in learning. In the end, Facebook is a forum for communication. It has to be connected to class guidance. Class lessons have still played a significant execution in the online forum." The correlation of direct and online learning activity requires three features, namely the learning material, the Facebook usage for learning, and the educator's perspective on technology usage. Those features are elaborated in the following sections.

The learning material. The learning content had to be very resourceful. Mrs. Cattleya's writing cues and the feedbacks on their Facebook writing group conferred numerous concerning topics, such as books with food, education, and movies. This various discourse was correlated to her class. She elaborated, *"I have gathered a range of topics in my study. The learning material for this course was "multi-cultural". It had multiple viewpoints, namely the learners have come from all walks of life, their views have been insightful and thoughtful. I will address problems from such a rational and reasonable view, but not from a single view."* Mrs. Cattleya examined that the three – hour direct meeting time per week still was not enough. She wished more opportunities to interact with her students as most of the time had been used for writing lectures. Thus, she expects that Facebook could enlarge her meeting class and communicate with her students. She defined that "I think if we did not use Facebook, our interaction would become much limited. Now using Facebook allows the interaction to 'expand'. Mrs. Cattleya modified the weekly writing cues on Facebook for their learning situations. For example, when the students have difficulty catching up with the weekly consultation or preparing for the midterm test, Mrs. Cattleya could delay another writing cue as they still need to chase their missing posts. It had been a scrutinized step to assist the students. She explained, *"After Question 3, I also offered everyone some opportunity to 'make up' the comments they had been told to complete in the earlier meetings. Then I ended and did not add new threads on Facebook since I noticed that the student could not bear the workload anymore when I continued sending new threads. Until the mid-term test, the learners had several days for "catch up" with the posts. Perhaps when they have more opportunities, they might "generate" their concepts."*

The integration of Facebook. For Mrs. Cattleya, the Facebook page usage for her class method allows students to get more opportunities to regain their learning material. All of their writing cues on the writing FB (Facebook) page got from learning material that Mrs. Cattleya delivered. In her view, Facebook was a great platform that can be used by them to brief the course. So, the learning activity could not be limited to the time and space. She pointed out, *"I guess most of the material needed to be "related" to the class lesson while I wrote it in the writing section. In other words, students will be interested in reviewing everything they know in class if they returned to the writing section during class and performed post-study tasks. Students needed to re-examine what students knew and ingest the instructional resources as the writing questions were "linked" to the curriculum or excerpts played in the classroom."* Nonetheless, Mrs. Cattleya did not overly rely on Facebook. She stated that she used it as the learning platform cautiously because of its features to provide what learners and educators need. Including, to address an announcement for the whole class, she favored using her school e-mail to post a message on Facebook as e-mail could be more securely delivered, including the information that she sent. Despite investing so more time on her either personal or class Facebook page, she formed the distinction between the two. Unlike her personal Facebook page, as she used to socialize with her friends on Facebook, the class page had never been used as her and the learners' social platform. The Facebook writing page reveals that whole posts that she made barely made an interaction and socialization among her students. She asserted, *"The writing section has been learning-oriented. In the end, the section was removed from my Facebook "personal" page. I believe I have had a particular role to play on the page. I am an instructor, and I expect the learners can benefit from the page. We also accomplished learning goals through development resources. The "social" portion was thus reduced."*

The teacher's perspective on technology use. Mrs. Cattleya specifically designed a learning technology method. Nevertheless, the generalization cannot be taken as she

strongly supported technology usage in a language learning activity. Her technology utilization experience has changed simultaneously with the students' cooperation and learning results. She pointed out, *"As utilizing technology as an innovative language learning tool, I need to build a compromise between the usage of instruction as well as technology in the classroom. Though I am not exactly sure how much the tools will be used to promote the language training process. It is essential to recognize the specific variations between learners and the teaching and learning objectives."* Mrs. Cattleya wished to conduct study computer-enhanced language training, which became a reason as she incorporated technology in her class. She agreed that technology was not a medicine to handle problems that confront language learners. It has to be appropriately used to gain a positive impact. She declared, *"To be honest, I do not even think it is great to gain too much or none at all technology in the school. We ought to reach a compromise on the usage of technology in the classroom. It is hard to assume the technology will fix anything. Nevertheless, we have got to face it and test its power. However, this is a trend in modern lives to work with technology. Software-aided learning is a further critical study."*

Mrs. Cattleya had a great uneasiness about her Facebook usage for teaching activities. Her students who had poor English proficiency could not notice broken English and the right ones, so a diabolical cycle of using flawed words or lousy grammar was spread out amidst students' comments. She mentioned, *"When the material on the online course platforms is inaccurate, you may know the wrong term to use, but find it appropriate. You are submerged in this environment, however. Furthermore, the standard of mastery of the students dropped between low and moderate stages."* Additionally, during the semester, the learners did not directly show any negative opinions about their online discussion. Mrs. Cattleya concerned that her students might give dissatisfaction in her teaching evaluation survey, which done annually when the semester ends. The writing class activity was limited. Nonetheless, only some learners gave poor scores in the evaluation. This situation would bring a tremendous negative effect on the whole result. She asserted, *"I am worried the learners were not talking to me specifically about their issues, so they may believe their negative opinions regarding Facebook usage might influence their score. Nevertheless, they should have disclosed their unhappiness in the "teacher evaluation" process before the course finished. It is a small – scale class that one student can even lower my evaluation result considerably."* The next theme is the affordance of Facebook that is considered to Facebook's functions, and features that have that could support the learning activities. It is compounded of six features.

Multimedia presentation. As the students are late for class, Mrs. Cattleya uses some videos at the early stage for two goals: waiting for students who are coming late and warming up to the next class activities. Hence, she took advantage of various multimedia resources and delivered them with varied topics for class discussion. Facebook equips a function of enclosing multimedia in Facebook posts.*"Videos have become a "warm-up" practice. It has always become a chance for the students to plan for the class and finish their meals. Upon the course, I posted the video to Facebook. YouTube videos are also a link between both the class and the virtual forum."* A program for complying the tasks unlike most people who use Facebook to as purely media social for any interactions, the learners had small secluded Facebook writing page as they regularly met with one another in the classes. They have seen it as a platform to submit their tasks. Mrs. Cattleya discerned, *"The students just saw this writing section as a place to toggle on their tasks. Therefore, even though they had academic problems, they would not choose to utilize Facebook as a way of connecting and exploring potential alternatives."* Ease of use. One interesting point of this Facebook usage is its "ubiquity." At the early of the learning, Mrs. Cattleya created a circumstances survey of how often the learners used Facebook and noticed that most of them frequently used it. Hence, Facebook was not a new platform for them, and they could use it easily.

Timeliness. Another advantage of using Facebook is that it is timeliness. Mrs. Cattleya deeply exalted it as it notified her automatically when her student wrote new comments on the page, and she checks on the page to read the new posts or comments. She said, *"When there was a new post on the writing section, I will be alerted by the*

Facebook system. So, I was going to go to see. Moreover, almost every day, I reviewed the page and noticed who have posted what." Uncertainty if students read postings or not. Mrs. Cattleya disclosed a disadvantage of Facebook usage for online discussion: the incompetency of analyzing whether or not the learners analyze the posts. While she posted the English writing class rules on their Facebook page, she still needed to share handouts and remind the rules all over again. Based on Mrs. Cattleya's experience, it was the sole way to acknowledge that the rules were delivered to the students. She stated, *"As I noticed any of the writing errors students created in their posts, I'd 'send' on Facebook. Nevertheless, I do not know whether or not the students have read my comments. I always had to give a hand – out to clarify the correct writing guidelines in-class meeting. I am not sure whether the learners read posts on-page as they sign in to Facebook. It was challenging to obtain information, as reading is voluntary."*

Discussion

From the results, Facebook has successfully improved the writing capabilities of EFL students as a form of language learning. Learners also had optimistic views towards this social media platform. In their view, Facebook was an innovative and up-to-date learning management system that was readily available. It offered ease and thus more options for learners to practice English grammar, while improving their writing skills. They solved their nervousness and tried to ask questions to friends on Facebook. They can write notes for both the educator and other members of Facebook. Before they take writing exam, they could practice writing. In addition, these results are consistent with previous studies in which it shows that this platform is an efficient social networking site for learning and teaching languages (Mills, 2011). After getting Facebook integrated blended learning, the students reported improving in paragraph organizations, substance, vocabulary, spelling, and grammar (Shih, 2012). The learners stated that the social media not only promoted peer review, but also allowed them to be much more active in the teaching learning activity. It was observed that Facebook created a supportive environment for language learning and improved the capacity to produce concepts and evidence from diverse sources of knowledge (Al-shehri, 2011).

The results of recent and past research explain Facebook's usefulness as a medium of learning languages. The positive results reported in the present study resulted from the potential for writing and grammar discussions on this social media sites. The current research demonstrated that on Facebook, most of the students had conversations about phrase form, and this is perhaps one of the things that affected them develop their writing skills. It is because the arrangement of sentences is an integral aspect of productive learning, and it is also one of the additional standards relevant for the advancement of skill on academic writing (Mindog, 2016). In addition, the accuracy of the sentence form concerns with the capability to produce different types of sentences (Suthiwartnarueput & Wasanasomsithi, 2012). Researchers conclude that the grammatical ability of students in English may be a tribute to their writing skills, and this assumption has been shown to be valid in so far as the findings of the research indicated the correlation of grammatical scores and the writing of sections at significant levels. Compared to the current research, several previous reports have indicated that grammar practice has benefited students develop their writing skills. Two experts were observed that learners who obtained grammatical guidance produced fewer mistakes in their writing (Mindog, 2016). The researchers observed that concentrating on grammatical features had a major influence on learners' success. The ESL students who got the most explicit grammatical instruction found that the valid rule was 85 percent of the time (Almasri et al., 2011). Wang discovered that learners who obtained straightforward grammatical instructions developed more correct sentence structure than those without guidance (Wang, 2015). The findings of the research in 2015 revealed that the guided students created more correct plural-s than unguided students, because the latter group still used a technique of applying quantifiers rather than inserting "-s" to their nouns, such as "four novels" or "a few buildings" (Wang, 2015). Both of these findings appear to

highlight the effects of grammatical training, as the avoidance of mistakes, as well as the ability to recognize grammar structure, will lead to improved writing skills.

According to the findings of this research, the improvement of learners' writing skills benefited through numerous Facebook functions that allow learners to compromise, communicate, and express their opinions with their lecturers, or even other members of Facebook. From this viewpoint, it has been shown that this process of learning is connected to the philosophy of the social constructivism. As far as this idea is concerned, Facebook will take the role of a group of practice in which learners will address their English grammar and write problems with teachers or other members. Throughout that phase, the instructor and other participants will behave as more experienced individuals, scaffolding learners to shift through their current level of development to their future stage of development (Rubrico, 2014). As a consequence, they will build new information. That is to say, learners can improve their writing skills by supporting others in the social media sites. Besides, by responding to Affective Filter Theory of Krashen, learning on Facebook will lower the Affective Filter level, thereby improving the intelligible students' input. As shown by the responses in interviews sessions, Facebook will foster a sense of private interaction. Several students employed fake identities while they were chatting to an instructor on the social media. Other students chose to have a conversation with their friends. This situation decreased the sense of fear resulting in improving students' motivation, optimistic, self-esteem and skill of risk-taking. Finally, learners had greater knowledge of English sentence structure and consequently developed their writing skills. Thus, Facebook is a Web 2.0 platform that can be encouraged and utilized by learners to address their English grammar and writing issues in an online community. For interactions with the instructor or other users, Facebook offers them multiple choices. This social media has enabled students to learn at their leisure. Learners could write notes, or share their writing pieces on Facebook to teachers and other Facebook friends to try them out beforehand.

Utilizing Facebook social media sites as an English learning tool effectively promotes a collaborative environment, creates the right attitude, improves engagement and learner's involvement, and maintains teacher and student bonds (Sun & Yang, 2015). Teachers will encourage the usage of this social media platform by enabling students to build Facebook pages and attach their teachers and classmates as members. The teacher may be posted on Facebook tasks, upcoming activities, and other educational stuff. Useful instances of writing should be submitted in order to make the learners can have the chance to express their views on topics. The students will be granted precise office hours so that they may communicate with the instructor. If the instructor is unavailable online, individuals will be able to post queries on the instructor profile page and answer them with other users.

4. Conclusions and Suggestions

In a nutshell, technology offers teachers an opportunity to speak regarding teaching practice in class. In this 21st Century era, schools have various learners, and they demanded different educators, equipment, and environments. Undeniably, teachers of the current century have to empower themselves both technologically and pedagogically to teach efficiently and orchestrate effective learning activity. Thus, teachers need to equip themselves with useful knowledge of the subjects to be able to deliver content on pedagogical foundations and practice by cooperating with state-of-the-art technology. The ICT framework pursues to develop better techniques to discover and define how technology-based knowledge is applied in practice. By enhancing the definition of knowledge types that are needed by teachers, in pedagogy, technology, content, context, and the interaction form, teachers are in a better situation to comprehend the various degrees of technology-based learning application that occurs.

Acknowledgment

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