The effect of online learning through *Twitter* on students' writing

Dian Pawitri Ayu[1], Patuan Raja[2], Lilis Sholihah[3]
Universitas Lampung, Jl. Prof. Dr. SoemantriBrojonegoro No.1 Bandarlampung, Indonesia[1,2,3]
[1]Correspondence: dianpawitri@gmail.com

ABSTRACT

This research was aimed to find out whether there is significant difference of students' writing performance before and after being taught through Twitter and to investigate which aspect improves the most after the implementation of Twitter in online learning situation. Adapting quantitative approach, this research was conducted through one group pre-test and post-test design. The subject of the research were thirty students at Senior High School 1 Bandar Lampung who actively use Twitter in their daily life. The data were elicited through pre-test and post-test in the form of narrative text. The mean of both tests were analyzed using Paired Sample T-test with the significant level of 0.05. The result showed that there was significant difference of students' writing performance after they were taught through Twitter concerning the gain of their score from the first to the second test. It could be seen from the computation that the significant value of the tests was lower than alpha (0.00<0.05) while the t-value (5.573) was higher than t-table (2.0452). Finally, it can be said that online learning through Twitter can give positive effect on the students' writing performance.

Keywords: *online learning, Twitter, teaching writing, students' writing performance*

I. INTRODUCTION

Being able to communicate in written form is one of the importance of learning language. That is why every language learner has to master writing skill since it comes as one of the form of communication. As a productive skill, it occupies the other three skills; speaking, listening, and reading as well as language aspects. Klimova (2014) on her research proves that writing has a unique position in language learning since it involves practice and knowledge of other three language skills, such as listening, reading, and speaking. In the process of writing students have to use those skills to analyze their sources and arrange them in a piece of writing. As the result, if students have a good ability in writing, they can use the other skills properly based on their needed in composing writing.

In addition, some problems related to the mastery of writing occurs in Indonesian students during the learning process. A study carried on by Kusumaningputri et al. (2018) indicates that the anxiety level towards writing obstructs students to develop their skill, caused by two main factors; intensity of practice and insufficient technique. Students with a high level of anxiety stated that most of the time, they do not know how to put their thoughts and ideas into good writing. They perceive themselves as having lack of experiences in English writing. On the other hand, insufficient writing technique is suggested that the students have problems in composing process and skill development. The students usually have no idea how to improve their writing using an appropriate technique.

Accordingly, to solve those problems, the process of learning writing should be meaningful, in other words students have to apply their knowledge to the real life activity and make it as their habit. If students learn a language through meaningful interactions, they will acquire the target language naturally and it will stay on their long-term memory (Hutabarat, 2016). Thus, students will be more enjoyable in writing as their brains have been set to do it instinctively. Hence, students' learning needs to have a similar setting to the acquiring process by taking it on natural situation. Krashen (1981) distinguishes that acquisition occurs in a natural environment while learning is limited to formal situation such as classroom. However, it cannot be concluded that classroom activity is meaningless to the students' learning. Teacher guidance such as direct interaction, monitor, and feedback are still needed to make sure that the students doing their tasks and having their learning properly. Nevertheless, students' need to be encouraged and developed outside of classroom as exposure to a language is considered successful when the learner can produce the language since learning takes place anywhere and at any time (Al Zoubi, 2018). It means that besides formal learning inside the classroom, students also need another way of learning which can be conducted flexibly.

Informal learning through online platform can be a natural setting for students to obtain more exposure for maximizing the lesson that they have got during their learning process at school. Krasnova & Ananjev (2015) in their study about the effect of online discussion found that online learning encourages students to express ideas, share experiences, improve writing skills, and practice grammar and vocabulary. The students feel comfortable in the online environment and express their ideas more freely and in a more descriptive way. Another research related to online learning was also conducted by Aghajani & Adloo (2018). They used Telegram as the media for students to do their writing. The result shows that one of the factors that affect the improvement of their writing is the feedback from their friends. It is because the students can easily read their friend's writing compiled on the Telegram discussion and can directly give comments on their friend's work. All of the students who participated in their study agreed that combining Telegram and peer assessment with face-to-face instruction was an effective way for them to learn English writing.

Additionally, by adopting online media to the learning process, students will get more access to expand their capability especially in developing their writing skill which needs a lot of input and practice from their environment. As such, online learning helps students to strengthen the learning content, to enhance the language learning processes and also to achieve optimal learning outcomes. Added by Shams-Abadi et al. (2015) that online learning provides opportunities for students for an easy collaborative work by the teacher and other learners at any time which makes them more motivated and creative than before. It also can enhance students' self-efficiency and help to diminish their anxiety in the process of writing. That is why this research is conducted to know whether the implementation of online learning can improve students' writing skill.

It has been stated that one of the ways to maximize students' writing is by making the learning situation to be meaningful and giving maximum exposure to the students which can be implemented by applying online learning. However, the platform that is used as the media to conduct online learning should be decided. One of the ways is by utilizing social media.One of the most familiar social media that almost all people have is Twitter. Twitter was created in March 2006 by Jack Dorsey, Evan William, Biz Stone, and Noah Glass. The user of Twitter is known as 'twitterer' and each post on Twitter called 'Tweet'. Twitter enables its user to tweet in short but in real-time. The users share and get information from other users based on what they have followed (Khoiriyah & Safitri, 2017). They believed that Twitter has become one of the latest social networking which has been widely adopted and used as additional resource to support language learning and teaching. The features provided on Twitter let the users write their ideas or opinions into a series of connected tweets called 'thread'. By having this facility, students can write their writing as much as they want since they can continue their writing into a new post without being separated from the previous one. Hence, it will be easier to be read by other people. The other user can also give comments to a post by replying to the tweet. This thing can be manipulated to make students giving feedbacks or suggestions to their friends' writing. It will be useful for giving students more exposure and positive input to their writing.

Therefore, this research was conducted to investigate the use of Twitter as media to teach writing in online learning situation. The researcher intended to know whether students' writing skill can be improved after attending online class through Twitter.

II. METHODS

This study applied quantitative research with one group pretest-posttest as the research design. By using purposive sampling, the researcher chose a class of XI IPA 1 at Senior High School of 1 Bandar Lampung. The subjects chosen were those who have adequate writing skills and actively use Twitter in their daily life. Moreover, the data were gotten from the writing tests which were administered twice; before and after the treatment. Then, the scores of the students' writings were analyzed by using Repeated Measure t-test to know the improvement.

III. RESULT AND DISCUSSION

Result

This section attempts to answer the research questions proposed by the researcher. The researcher wanted to know the difference of students' writing before and after following online class through Twitter, whether there was improvement or not. Several charts and tables are provided below in order to give detailed information on the analysis.

3.1. Result of Writing Pretest Score

To know the initial ability of students' writing, a pretest was conducted before the students received the treatment from the researcher. Then, the students' writings were assessed by the researcher and English teacher at Senior High School 1 Bandar Lampung. The result of their pretest is illustrated in the table below:

Table 3.1 Distribution of Students' Pretest Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	51-55	3	10.0	10.0	10.0
	56-60	2	6.7	6.7	16.7
	61-65	6	20.0	20.0	36.7
	66-70	6	20.0	20.0	56.7
	71-75	4	13.3	13.3	70.0
	76-80	2	6.7	6.7	76.7
	81-85	4	13.3	13.3	90.0
	86-90	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

From the table above, it can be noticed that most of the students got score around 61 to 70. Nonetheless, there are 5 students earned low results by having 51 to 60 as their score. Moreover, six students attained average grades which were around 71 to 80 while the rest of the students got high scores in the range of 81 to 90. At last, the mean of students' pretest score is described in the following table:

Table 3.2 Mean of Students' Pretest Score

Statistics		
Mean Pretest		
N	Valid	30
	Missing	0
Mean		69.87
Std. Error of Mean		1.928
Std. Deviation		10.563
Variance		111.568
Range		36
Minimum		52
Maximum		88

Overall, the mean of the pretest is 69.87 with the total number of students was 30. It is also stated that the minimum score of their writing was 52 while the highest was 88.

3.2. Result of Writing Posttest Score

After receiving the lesson on Twitter, students took a writing test which was counted as

their posttest. This test was used to measure students' writing improvement in order to prove the first research question that there was significant difference of students' writing before and after getting the treatment on Twitter. The complete distribution of students' posttest scores is reflected in the following table.

Table 3.3 Distribution of Students' Posttest Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Interval					
Valid	51-55	0	0	0	0
	56-60	0	0	0	0
	61-65	0	0	0	0
	66-70	0	0	0	0
	71-75	8	26.7	26.7	26.7
	76-80	9	30.0	30.0	56.7
	81-85	8	26.7	26.7	83.3
	85-90	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Table 3.3 shows the frequency of students' posttest scores in which they got improvement as the lowest range of scores is 71 to 75. The highest numberof students received the grade of 76 to 80. While the score of 81 to 85 was reached by eight students. Overall, only five students got the mark around 85 to 90.

Table 3.4 Mean of Students' Posttest Score

Statistics		
Posttest		
N	Valid	30
	Missing	0
Mean		79.70
Std. Error of Mean		.919
Std. Deviation		5.032
Variance		25.321
Range		18
Minimum		71
Maximum		89

The result of the calculation in SPSS showed that the mean of students' posttest was 79.70. It was also stated that the lowest score of their posttest was 71 while the highest grade was 89.

From the result of the test above, it can be concluded that during the pretest there were several students who got the score below 70. As the result, the mean of the pretest was 69.87. On the other hand, students got higher score during the posttest with an overall mean

79.70 and the lowest score was 71.

### 3.3. Gain of Writing Test Score

After administering the pretest and the posttest, the mean of both tests should be compared in order to know the difference of students' writing during the pretest and the posttest. The data for the mean of the test are served in the following table:

Table 3.5 Gain of Students' Writing Pretest and Posttest

	Mean	Gain	T-value	Sig.
Pre-test	69.87			
Post-test	79.70	0.3262	5.749	.000

Based on Table 3.5 the mean of students' writing test rises from pretest to posttest. The average score of their writing before getting the treatment is 68.87 which is lower than the mean of students' posttest result with the number of 79.70. By having this information, the researcher calculated the gain of the test which came with the outcomes of 0.3262. It can be assumed that students' writing was enhanced from the first to the second test. Moreover, the following graph represents the clearer increase of the test.

Graph 3.1 Comparison between the Mean of Pretest and Posttest
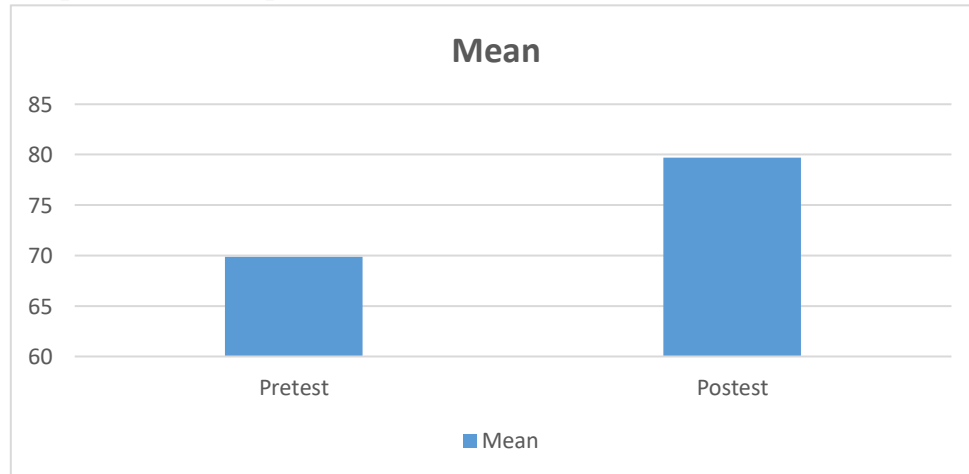
3.4. Hypothesis Testing

In this research, there are two hypotheses that should be answered. However, to know whether the first hypothesis "there is significant difference of students' writing before and after being taught through Twitter" was accepted or not the hypothesis testing should be run. By using Repeated Measures of Statistical Package for Social Science, the researcher saw the level of significance of the test. The hypothesis was proved if sign < p in which p =

0.05. The result of the analysis is presented in the table below.

Table 3.6 Repeated Measure T-test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Posttest - Pretest	9.833	9.664	1.764	6.225	13.442	5.573	29	.000

Table 3.6 depicts the result of the computation of the two-tailed value. It can be seen that the significant of the test is 0.000 which means H1 is accepted since 0.000 < 0.05. It proves that students' writing skill was improved from pretest to posttest after being taught through Twitter. Another evidence that verifies those statements is the t-value which shows higher number than t-table by having the result 5.573 > 2.0452. Hence, it can be concluded that there is improvement of students' writing after the implementation of Twitter.

Discussion

This study was focused on the implementation of Twitter as the media in conducting online class. By taking XI IPA 1 class at Senior High School 1 Bandar Lampung as the subject, the researcher conducted treatments by delivering narrative text materials on Twitter which were delivered in three meetings. Previously, the students were required to take pretest for knowing their initial writing ability. They were also given posttest after the teacher done giving the lesson on Twitter. The instruction for both tests was creating a short story based on the theme given by the teacher. Additionally, the result of the test was analyzed in order to know the upgrade of their writing score.

From the statistic calculation on SPSS, it was found that students' writing was improved after joining online class on Twitter. The mean for posttest (79.70) was higher than the mean of pretest (68.87) by having the gain score 0.3262. The result was supported by the fact that during the pretest students were lack of knowledge about narrative text. It was assumed that they did not check the material from the English teacher which was sent on e-learning. As the result, they did not have any idea about how to construct a good narrative text, especially about content. In consequence, most of the students were out of topic in delivering their story. They were most likely describing the subject than telling the event or the tragedy that happened. So, it made their writing to be irrelevant to the types of the text and its goal. That is why the researcher analyzed the use of Twitter to find out its effect on the students' writing. As stated by Carpenter and Krutka (2014) that Twitter can be used for educational purposes especially in teaching and learning.

Nevertheless, during the treatment, the researcher explained the material of narrative text one by

one through connected tweets or thread. To make sure that the students were read and understand the lesson, the researcher gave several questions to be answered by the students. By having this activity, students were motivated to engage with online learning on Twitter. As stated by Abughararah (2015) that by using Twitter as the media for teaching and learning, students behave more conscientiously during the class. Most students were stimulated to ask and answer questions by sending their responses via tweets.

Furthermore, the facilitation of Twitter can be modified to cover many kinds of learning activities in online situation. The feature of thread can be used to deliver materials which are responded by the students, to post students' work, and also to conduct peer correction section. It means that, by utilizing Twitter, the teacher can maximize the learning activities which involved students' participation. It was proved by Dunlap and Lowenthal (2009) who indicated that Twitter allows teachers to check students' responses and students can view their classmates' tweets and provide feedback. Added by Cheng (2012) that Twitter offers opportunities for the students to discuss, compare and share their writing with their peers in class.

Likewise, Juniardi and Utami (2013) also believe that Twitter made the situation in learning writing to be more relax and joyful which was obviously happened during this research. Online learning through Twitter created an enjoyable learning process and raised students' interest. In fact, the utilization of social media like Twitter could give positive impact on the students as they could try a new way of learning in the platform that they usually used everyday. Hence, the students were encouraged to perform actively during the learning process.

In short, online learning through Twitter could improve students' writing performance. Students were interested to learn writing on Twitter since they had used that social media in their daily life. The learning activities could also be manipulated by using the feature on Twitter.

CONCLUSION AND SUGGESTION
Conclusion
From the result above, it was found that the use of Twitter as the media for online learning can improve students' writing performance especially in constructing narrative text. The students got higher scores after getting the treatment on Twitter in which the mean of posttest (68.87) was higher than the mean of pretest (79.70). The score of the t-value of the result analysis was above the t-table (5.573 > 2.0452). It was because the implementation of Twitter could create an enjoyable learning process. As the result, the students were interested to be actively participated in the class. Likewise, the feature on Twitter can be manipulated as the media to teach and learn writing at senior high school level.

Suggestion
After conducting the research, the author recommended several suggestions for both English teacher and further research. First, teacher should be able to modify the learning process in conducting online learning by utilizing any kind of platform. Social media like Twitter can be one

of the best options to be used as the media for online learning. The teacher can also combine its implementation with other platforms in order to achieve better learning process. The teacher can have their students to be more active in learning process by having a group chat discussion by using Direct Messages. By utilizing this feature, students get chance to discuss the topic along with the teacher. Moreover, the learning activity can also be modified into group work.

Furthermore, another researcher who wants to conduct similar study related to this topic can investigate the use of Twitter in online learning to teach others skills such as listening, reading, and speaking to find out its effectiveness to teach those skills. The findings might be applicable to the teacher. Besides, it is also important to know whether other factors can affect students' writing performance or not during their learning on Twitter. Hence, the researcher can analyze several factors such as gender, personality, and level of competency in the use of Twitter as the online media.

REFERENCES

Abu-ghararah. (2015). The effect of using Twitter to develop writing skill in English as a foreign

        language. *Arab World English Journal (AWEJ) Special Issue on CALL*, *2*, 91–115.

Aghajani, M., & Adloo, M. (2018). The effect of online cooperative learning on students' writing

        skills and atttitudes through Telegram application. *International Journal of Instruction*, *11*(3), 433–448.

Al Zoubi, S. (2018). The impact of exposure to English language on language acquisition. *Journal*

        of Applied Linguistics and Language Research, *5*(4), 151–162.

Carpenter, J. P., & Krutka, D. (2014). How and why educators use Twitter: A survey of the field

        Journal of Research on Technology in Education, *46*(4), 414–434. https://doi.org/10.1080/15391523.2014.925701

Cheng, H. Y. (2012). *Applying Twitter to EFL reading and writing in a Taiwanese college setting*.

        66.

Dunlap, J., & Lowenthal, P. (2009). Tweeting the night away: Using Twitter to enhance social

        presence. *Journal of Information Systems Education*, *20*(2), 129–136.

Hutabarat, P. (2016). The relationship between second language acquisition process and English

        language teaching in Indonesia. *Journal of English Language Teaching and Linguistics*, *1*(2), 159–174.

Juniardi, Y.,& Utami, R. (2013). Improving students' writing skill through Twitter. *Conference*

        on English Studies Center for Studies on Language and Culture – Atma Jaya Catholic University of Indonesia, 133–137.

Khoiriyah, I., & Safitri, N. S. (2017). Students' perception on the use of Twitter to learn English:

        a preliminary study. *ASEAN/Asian Academic Society International*

Klimova, B. (2014). Approaches to the teaching of writing skills. *Procedia-Social and Behavioral*

        Sciences, *112*(Iceepsy 2013), 147–151.

Krashen, S. D. (1981). *Second language acquisition and online learning*. Oxford: Pergamon Press

       Inc.

Krasnova, T., & Ananjev, A. (2015). Students' perception of learning in the online discussion

       environment. *Mediterranean Journal of Social Sciences*, *6*(6), 202–207. https://doi.org/10.5901/mjss.2015.v6n6s1p202

Kusumaningputri, R., Ningsih, T. A., & Wisasongko, W. (2018). Second language writing anxiety

       of Indonesian EFL students. *Lingua Cultura*, *12*(4), 357. https://doi.org/10.21512/lc.v12i4.4268

Shams-Abadi, B. B., Ahmadi, S. D., & Mehrdad, A. G. (2015). The effect of self-correctionand

       peer-correction on EFL learners' writing. *Modern Journal of Language Teaching Methods*, *5*(2), 465–473.