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Research Article

Enhancing EFL students' writing skills on English through Facebook and classroom collaborative activities

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Article Info
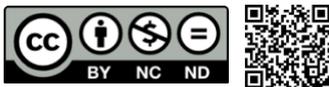
Abstract

The aim of research was to find out the use of Facebook and classroom collaborative activities on students' writing skill of Indonesian Senior High School Students. The researchers used quantitative method by applying quasi-experimental design. The study consisted of 40 students as respondents that were divided into control and experimental group. This is to see which group is effective to be used in helping the students' writing ability. The first group was taught by using Facebook and the second group was given treatment by classroom collaborative activities. Both Facebook and collaborative activities help the students to have better writing performance. To collect data, the researchers manipulated English Writing Test (EWST), interview form, and observation check list. The data were analyzed through SPSS 18.0. The researchers found that the use of Facebook and classroom collaborative activities were significantly enhancing the EFL students' writing skill. There were some responses on the students' collective perception on classroom collaborative learning showing their interests to the use of classroom collaborative activities. The interaction occurred in Facebook among the EFL learners indicate that the media is effective to students' writing skills on English language. This study also recommends teachers in order to motivate EFL learners to learn foreign languages so that they can start writing not from complicated matters but rather on students' participation in sharing knowledge, developing peer networks in combining between theoretical knowledge and practice.

To cite this article:

Introduction

Facebook is popular social media that has million users in the world. It supported reported that active users in January 2019, Facebook is still on the top with the total number reached 2,271 billion (Presthus & Vatne, 2019). It showed that Indonesian, including the school ages, are quiet active in Facebook. In that social network, the students feel free and enjoy writing their thoughts, feeling, and opinions in informal way. Many features such as the like, share, and comment application can attract users to create discussion and share their thought instantly. In Facebook, users can have their own group of interests and share and exchanges messages between them via the available applications easily (Shukor, Siti, & Noordin, 2014). It can be concluded that, Facebook is a tool, aimed to have social interaction that students can use it for any academic purposes. For instance, the students can make group discussion, share their ideas, and even exchange messages to other friend easily. Facebook can be a place to post information, ideas, and feeling about themselves. In a daily, people or students can access Facebook to interact or communicate with their family and friends, seeking information and playing games. Many students spend many times use Facebook to socialize with their friends in or out of the country. The students have less time to study and red thee books or only read the academic web site. To get the benefits from Facebook, the teacher can creatively explore it as a tool for supporting students'

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learning activities. The teacher can use Facebook for formal education, for instance, ask the students to send their assignment or remind the students about their tests and quizzes.

Besides that, based on the researcher's experience in daily teaching learning activities, the students are less attracted in writing activity. The common mistakes that usually appear by the students such as writing ungrammatical English sentences (Ron, 2008), for instance: not using suffix s/es after V1 for the singular subject or third person, not using V2 for past event, using wrong pronoun, less practice, difficulty in getting ideas, and capital letters at the beginning of the sentences or name of people. The students also use not appropriate vocabularies, confuse in choosing the vocabularies, and many more aspects are some problems that the students face in English language learning. There must be something that can make the students interested in learning writing and helping the students to solve the problem. Teacher needs media that can help students focus on the writing and help them to create text.

The role of media is important in teaching writing. Media can help teachers motivate students in learning English. Media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction (Naz & Akbar, 2008). The researches see that information communication and technology (ICT) like social media (Facebook) can bring new atmosphere for the students in the class. Facebook is found to be the most popular social media site used by student. It can be used as useful and enjoyable media in teaching writing because it has features to support the teaching of writing, such as status, groups, notes, chats, page, and many more. (Ramadhani, 2018).

Writing Skills as a Mean of Communication

Writing skill is not just to communicate each other but also to express the emotional and idea. In addition, teaching and learning to write in any language is an essential area that influences students' performance and language learning (Spratt, 2005). It is a productive skill which involves communicating a message by making signs on a page (Almansour & Alshorman, 2014). The students can express and communicate by using writing. Moreover, "writing is the act of construction meaning while transacting with texts." She adds that "In writing, the meaning was made through the combination of prior knowledge and previous experience; information emerging from text; the stance he or she takes in relationship to the text; and immediate, remembered, or anticipated social interaction and communication" (Ruddell, 2005). It means that the students can communicate by using text because written text is delivered information. Writing skill also is an ability to produce written language by increasing thoughts and ideas into meaningful text considering the content, organization, grammar, mechanic, so the reader can get the writer's messages.

Notion of Facebook

Social network or Facebook can be defined that all people can communicate and interact wherever and whenever they want without any face to face conversation. Facebook is a very popular social media Web site where people can share information and photos. Amazingly, there are about two billion active users worldwide (Statista, 2017). Facebook have the ability to encourage communication and collaboration skills of students. Facebook have the ability to encourage communication and collaboration skills of students. Facebook can create communication, opportunities for discussion between teachers and students (Raman, Arumugam, Sani, & Kaur, 2014). Social networking as "the patterning of everyday practices of social interaction, including those that take place within family structures, between friends, and in neighborhoods and communities" (Merchant, 2013). Many students are familiar with Facebook. Most of young people in Indonesia have an account of it. Facebook has many benefits besides sharing photos and video, for instance, Facebook can be a venue to have a discussion between teacher and students. It will make a good communication also for teacher and students.

Classroom Collaborative Activities as a Meaningful Activity for Learning

Collaborating among students is an interesting alternative in terms of creating helpful and active learning environments (Suwantarathip, 2014). Collaborative learning makes good team work. Collaborative learning will increase the students' social skill because the students will work together with their friends or teacher, collaborative learning also invite the students to be active in the classroom environment. There were some skills benefits, which have had a large impact on collaborative learning the students will gain many benefits. For instance, the students will active in group learning activities because the students interact with each other to get many information and the students also will improve their knowledge together because the students will support each other to achieve good result. Then, the researchers are not only becoming material supplier but also as a facilitator for the students. Besides, it is also important that maintaining a harmonious relationship between the students and the teacher in learning (Syafrizal, Masrupi & Mauludah, 2019). Collaborative learning is a case, where such a case includes the following main aspects: first, two or

more students learn or try to learn something together; second, "two or more' may be explained as a pair, a small group (3-5 subjects) or a class (20-30 subjects); third, "learn something' may be explained as follow a course or perform learning activities such as problem solving. Finally, "together" may be explained as many forms of interaction which may be face-to-face or computer mediated." In conclusion, collaborative learning is a teaching strategy to enhance students' social activities, knowledge, information, and acquire the purpose of the material by working together or in a pair.

Hence, Facebook is a social networking site which can be utilized as an educational technology tool that facilitates online communications between second language learners and their friends (Majid, 2012). Facebook suggest new ways of teaching learning. Teachers can use Facebook for implementing the material especially writing. However, the teachers should pay attention to the bad impact of Facebook, the teacher should examine the uses and outcomes of using it in teaching learning process. Moreover, Majid mentions that by using Facebook, a teacher can teach all language skills such as reading, writing, listening, and speaking. In teaching writing, the teacher can ask the students to write a text and post it in Facebook, the other students can give comments or give corrections to their friends' work and the teacher as a facilitator provides space for discussion and give feedback to get things right.

Problem of the Study

Most of EFL of Indonesian students have academic problems such as writing, however, contain individuals who are successful in writing in English, and have overcome these difficulties. One need to focus on the use of media which influence the students' writing ability, such as: what are the students' responses on the use of Facebook and classroom collaborative learning? Researchers decide the research problems such as;

Main research Problems:

➤ Is there any significant influence of the use Facebook and classroom collaborative activities toward EFL students' English writing skills?

Sub-problems:

➤ How students' perception on classroom collaborative learning?

➤ What are the performance of the two groups of students as revealed in the English writing skills pretest and posttest scores?

➤ Is there a significant difference between the pretest English writing skills scores of the students in the experiment class?

➤ Is there a significant difference between the pretest and posttest English writing skills scores of the students in the control class?

Method

Research Design

This study was a Quasi-Experimental Design (Ross & Morrison, 2013). In this research, there were two classes, experiments and control classes. The experimental class treated by using Facebook and collaborative learning while control was taught by conventional method.

Participants

The study conducted in Indonesian Senior High School at second grade. The total number of students are 105 students, consist of 4 classes and researcher decides 2 classes as purposive sample. The researcher chose 20 students from X A class as experiment class and 20 students from X B class as control class.

Data Collection Tools

The instruments used in this research were English Writing Skills Test, observation Form and Classroom Collaborative Learning Perception Scale (CCLPS)

English Writing Skills Test (EWST)

The test was a written test suitable with their material. The students were asked to write the text about recount text. Pretest was held to know their writing ability without any treatment before. And posttest was given after the intervention named Facebook. The researchers used the test to measure the subjects' achievement. Reliability of writing test was calculated by using correlation product moment by Pearson, where if $r_{xy} > r_{table}$ means valid, but If $r_{xy} > r_{table}$ means invalid. In this case, the measurement of student's writing proficiency scoring as it is suggested by Brown. The criteria of assessment as follows.

Table 1.
Assessment Criteria of Writing

Aspect	Score	Performance Description
Content	4	The topic is complete, clear, detail, and relating to the topic
	3	The topic is complete and clear, but the detail is almost relating to the topic
	2	The topic is complete and clear, but the detail is not relating to the topic
	1	The topic is not clear, and the detail are not relating to the topic
Organization	4	Identification is complete and the description are arranging with proper connectives
	3	Identification is almost complete, and the description are arranging with almost proper connectives
	2	Identification is not complete, and the description are arranging with few misuse connectives
	1	Identification is not complete, and the description are arranging with misuse connectives
Grammar	4	Very few grammatical or agreement in accuracies
	3	Few grammatical or agreement in accuracies but not affect in meaning
	2	Numerous grammatical or agreement in accuracies
	1	Frequent grammatical or agreement in accuracies
Vocabulary	4	Effective choice of words and word forms
	3	Few misuses of vocabularies, word forms, but not change the meaning
	2	Limited range confusing words and word form
	1	Very poor knowledge of words, word forms and not understandable
Mechanics	4	It uses correct spelling, punctuation, and capitalization
	3	It has occasional errors of spelling, punctuation, and capitalization
	2	It has frequent errors of spelling, punctuation, and capitalization
	1	It is dominated by errors of spelling, punctuation, and capitalization

Table 2.
Result of Reliability

r_{11}	r_{table}	Description
0.793	0.444	Reliable

From five items of writing test which was calculated by using Alpha Cronbach, all results showed that $r_{xy} >$ r_{table}; it indicated that the instrument (test) in all groups were reliable. Table 1 indicates that majority of the students writing skills in both experimental and control group were categorized as reliable where they were in the same level of writing skills.

Classroom Collaborative Learning Perception Scale (CCLPS)
A 30-item questionnaire was utilized to investigate the students' perception of classroom collaborative learning. Each item was designed answerable using a Likert scale from 4 representing a strong agreement and 1 representing a strong disagreement. This questionnaire has been developed by (Sedhu, Choy, & Lee, 2015). In calculating reliability of the questionnaire, the researchers used *Alpha Cronbach*, where If $r_{11} > r_{table}$; it indicated that the instrument (test) was reliable, but If $r_{11} < r_{table}$; it indicated that the instrument (test) was not reliable.

Observation Form (OF)
This data collection tools used for observing the EFL students to engaging collaborative learning activities. There were 10 items. This section was observing the students' writing activities using Facebook and collaborative learning, these items are design on a Likert scale. From 4 representing is a strong agreement and 1 representing is a strong disagreement. High score was 4 and the low score was 2.

Data Analysis

Researchers do the assessment by giving achievement scores in writing students with themes that have been prepared through pre-test and post-test, this is in accordance with the standard rubric of writing assessment by slightly changing the classification of grades according to standard in school (Brown & Abeywickrama, 2010) The researchers also tried to calculate all the average scores and standard deviations of students' writing skills by looking at some important series such as content, organization, vocabulary, language and mechanical use), with reference to the Statistical Package for the Social Sciences (SPSS program). some observations during the study, research interview was also explained in detail using analytic description (Miles & Huberman, 1994). Hypotheses are tested using inferential analysis. In analyzing data, the researchers utilized t-test (significance test) or paired sample test for an independent sample test which is a test aimed to find out the significant things of the difference level between the student's average score in the pre-test and post-test. referring to the level of significant thing of this research was (α) = 0.05 with degrees of freedom (df) = 64, where N-2 = 62 is 2,000. this shows that if the SPSS 18 calculation found that the t-test was less than or equal to 2,000, H0 (Null Hypothesis) was accepted.

Procedure

In collecting data, the researchers used some procedures. The first one was divided the class into two classes named experimental class and control class. Next was giving the pre test in both of experimental and control class. Pre test was given to the students before the students get treatment. The aim was to find out the basic knowledge of the students' writing skill. The second one was giving the treatment. The students were given the treatment by using Facebook and collaborative learning in experiment class. While, control class just used conventional method. This treatment used in six times meeting and each meeting spent in 45 minutes. After doing treatment, the students were given posttest. The posttest given in control class and experiment class.

Results and Discussion

The researchers firstly got the result output of instrument test from 5 questions. All of questions were valid because $r_{xy} >$ r$_{table}$. It could be concluded that all the results of students' writing test validity calculated by using the correlation product moment were valid.

Effect of Facebook and Collaborative Classroom Activities on English Writing Skills

Main research question: Is there any significant influence of the use Facebook and classroom collaborative activities toward EFL students' English writing skills? To find out the answers to this research question, the researchers tried to take paired sample t-tests to be used to see the difference or comparison between the results of the scores pre-test and post-test of English writing tests from two groups both experimental and control groups. This was done to determine the differences in statistical values in English writing for EFL students. then, the researchers also independently tested the T-Test sample to determine both the posttest from the experiment and the control statistically. if you see the hypothesis zero value, it means the hypothesis is rejected. This has already been explained in the data analysis.

Next, the researchers show the normality of both tests of English Writing Test as follows: the result shows that there is any significant influence of the use Facebook and classroom collaborative activities toward EFL students' English writing skills. It is explained as follows:

Table 3.

Normality of Pre-test and Post-test of English Writing Test

No		*Lcount*	*Ltable*	Criteria
1	Writing pretest experiment	0,17	0,19	Normal
2	Writing posttest experiment	0,16	0,19	Normal
3	Writing pretest control	0,17	0,19	Normal
4	Writing posttest control	0,18	0.19	Normal

Based on the results of normality pre-test and post-test of writing test, the table indicated the distribution of data was normal, because *Lcount < Ltable*, Accepted. The data also indicate that the students' writing ability have normal criteria and it is included as the same level of writing skill in Normality point of view before applying the use of Facebook and the classroom collaborative activities.

Table 4.
Result of the Homogeneity Test in Control and Experimental Class

No		$Fcount$ Pre-test	$Fcount$ Post-test	Ftable
1	Experiment	0,95	1.85	2.168
2	Control	0,67	1.46	2.167

		table		
Pre-test experiment	: $Fcount \leq Fcount$	= 0.95 2.168
Post-test experiment	: $Fcount \leq Ftable$	= 1.85 2.168
Pre-test control	: $Fcount \leq Ftable$	= 0.67 2.167
Post-test control	: $Fcount \leq Ftable$	= 1.46 2.167

It can be concluded that pre-test and post-test in control and experimental class was homogeneous. Table 3 shows a very small difference score in students' writing achievement, the researchers found that $Fcount$ of Post-test in experimental group is higher than the level of $Fcount$ in Pre-test in control group. In this research, to measure students' response after giving treatments, the researcher used close-ended questionnaire consists of 30 items. The questionnaire consists of statement lists and four responses which should be chosen by the students. The four responses consist of strongly agree, agree, disagree, and strongly disagree. The result of r_{xy} is then compared with r_{tabel} of Pearson Product moment at the level of significance 5%. It can be known that from 30 items, there are 15 items which are valid, and 15 items are not valid. The questionnaire was analyzed individually. So, from the above explanations, it can be concluded that there is significant influence of the use of Facebook and Collaborative Classroom Activities on English writing skills.

Table 5.
T-*test Results according to Students'* Achievement

	t	**Two-tailed Value**	p
Pre-tests and post-test for both classes	1.000	1.00	There is no different
Pre-tests and post-test for both classes	2.673	0.04	Different

Research data through various pre-test and post-test activities in both classes conducted by the researchers show that there is a probability number of (1.00) that is greater than the significance side in the t-table (0.05) with a number of 62 degrees of freedom. In the case, the t-value indicates that there is a numerical value smaller than the t-table, namely (1,000 <2,000). Thus, the researchers put the alternative hypothesis (H₁) which can be declared rejected and the null hypothesis (H₀) is declared accepted. Based on the conclusion above, there is no significant difference between writing skills. Through various Facebook activities and classroom collaborative activities, the researchers obtained a small probability value (0.04) of the significance level on the t-table (0.05) and 62 degrees of freedom. Thus, the alternative hypothesis (H₁) can be accepted and then the null hypothesis (H0) can be rejected.

Students' Perception on Classroom Collaborative Learning
Research question 1, it is related to the research questions "How students' perception on classroom collaborative learning?". After analyzing the results, the students answered *strongly agree* (31%), *agree* (66%), *disagree* (3%), and *strongly disagree* (0%). It means most of students have positive responds after receiving treatments collaborative learning.

Table 5.
Result of Questionnaire

Classification	Experiment	
	f	**%**
Strongly Agree	6	31
Agree	13	66
Disagree	1	3
Strongly Disagree	0	0
Total	20	100

The performance of the two groups of students as revealed in the English writing skills pretest and posttest
Research Question 2: what is the performance of the two groups of students as revealed in the English writing skills pretest and posttest scores?

To respond to this research question, the researchers give a detailed description in Table 5 that explains the difference in mean values obtained by EFL learners when they write in English. this can be concluded when EFL learners conduct Facebook activities independently in a series of writing activities. learning by collaboration between

fellow students looks better than Facebook, which is also independent and independent. EFL learners in using Facebook scored with an average of 3.74 in terms of using their grammar, complied with 3.73 in the collaboration group. However, p value = 0.95 this means that not too far away in terms of research both statistically.

Table 6.
Performances of the Two Groups as Revealed in the Writing Pretest and Posttest Scores

	N	Lowest	Highest	Mean	Std. Deviation
Writing pretest experiment	20	29	40	32.5	3.66
Writing posttest experiment	20	70	95	77.9	8.25
Writing pretest control	20	29	40	32.5	3.18
Writing posttest control	20	45	65	54.95	5.52

Based on the table above, it showed that the mean score of pretest in experimental class is 32.5 and 32.5 in control class. Then, the mean score of posttest in experimental class is 77.9 and 54.95 in control class. The minimum score of pretest in experimental class is 29 and 29 in control class. Then the minimum score of posttest in experimental class is 70 and 45 in control class. The maximum score of pretest in experimental class 40 and control class is 40. And the maximum score of posttests in experimental class and control class are 95 and 65.

A Significant Difference between the Pretest and Posttest of English Writing Skills Scores of Students in the Experimental Class

Research Question 3: is there a significant difference between the pretest English writing skills scores of the experiment class.

To answer the research questions, the researchers did the score distribution in experimental class. As can be seen in Figure 2, the score distribution of writing in experimental class. it showed their progress in English writing skills scores in the experiment. In more detail, it says that the ability of students' writing has normal distribution on scores which is not very far from other.
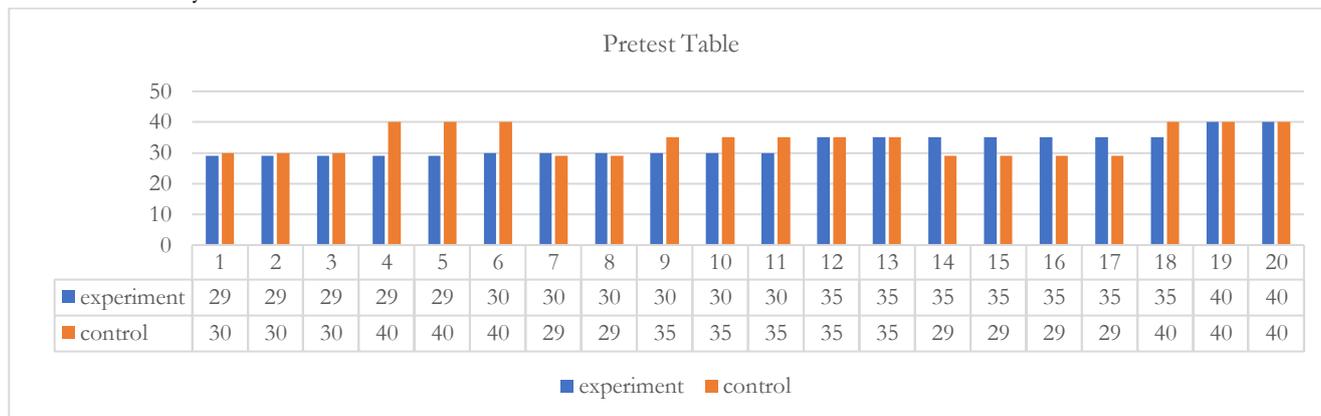

Figure 1.
Score Distribution of Writing in Experimental Class

The graphic shows that on the experimental class there are 5 students got score of 29, 6 students got score of 30, 7 students got score of 35, and at least 2 students got score of 40. On the control class, there are 6 students got score of 29, 3 students got score of 30, there are 5 students got score of 35, 6 students got score of 40. The results in the table, the experiment and control class show that the student has poor writing competences on the first test before doing the treatment.

The Significant Difference between the Pretest and Posttest of English Writing Skills Scores of Students in the Control Class

Research Question 4: Is there a significant difference between the pretest and posttest English writing skills scores of the students in the control class?

To respond this question, the researchers display the distribution of score in control class.
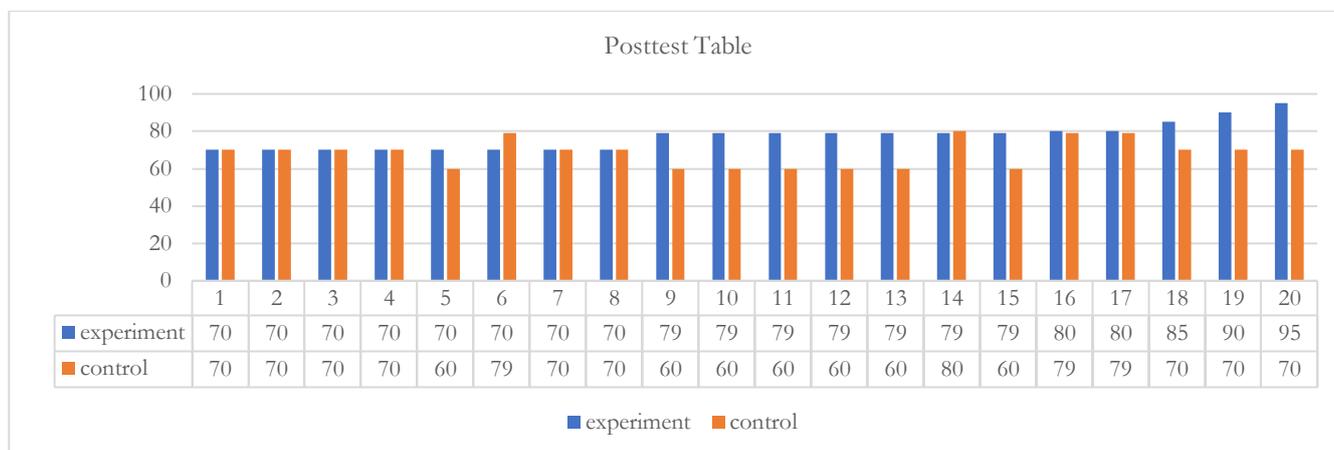
Figure 2.
Score Distribution of Writing in Control Class

The graphic shows on post-test table that there are 8 students got score of 70, 7 students got score of 79, 2 students got score of 80, 1 student got score of 85, 1 student got score of 90, 1 student got score of 95. On the control class, there are 7 students got score of 60, 9 students got score of 70, 3 students got score of 79, and only 1 student got score of 80. The results show that giving the treatment on the experimental class make significances score improvements if compare with the control class. From the result of test of mean difference significant (independent $Ftest$), it was found that $Fcount \geq Ftable$ or 697.44 ≥ 4.0981. The alternative hypothesis was received. It can be concluded that there was an influence of Facebook in writing skill of Indonesian senior high school students.

According to the result, it was found that there was a significant difference between students' writing skill from the experimental group that received treatments by using Facebook and collaborative learning activity and the control that used conventional teaching and learning. Moreover, (Ross & Morrison, 2003) based on the data analysis of students' written test and questionnaire that have been presented and discussed of this research, it can be concluded that Facebook and collaborative learning have significant influence to improve students' skill. Based on the test it was found that $Fcount \geq Ftable$ or 697.44 ≥ 4.0981. The alternative hypothesis was received. It can be concluded that there was an influence of Facebook and classroom collaborative activities on student' writing skill of Indonesian senior high school students. Besides, Facebook can improve students' writing skill, the used of collaborative learning provide teachers with good teamwork and alternative teaching method. Moreover, the used Facebook and collaborative learning make students interested in learning English, especially writing. Based on students' response in questionnaire, most of students answered strongly agree (31%) and agree (66%), it means that most of students have positive responds after receiving treatments using collaborative learning.

Discussion and Conclusion

This research was designed to find out the influence of using Facebook and Collaborative learning toward students' writing skill through Facebook and Collaborative learning. Before introducing Facebook and Collaborative learning as media and method to the students in the experimental group, the researcher firstly giving the treatment to the students. The students should write the texts about recount text according to the theme based on the topic of syllabus. Then, the researchers asked the students to make Facebook account, because the students should joint in Facebook group that has been made by the researcher. When, the researcher explained about how to operate it, the students felt enthusiastic. The students paid attention to the researcher's explanation. The implementation of Facebook in this research brought some successful improvements in the writing learning process. It was supported by (Hyland, 2003) effective writing learning process was combining writing activity with a new technology. As we know, Internet is one of the popular technologies now, by combining writing activity with internet, the students could be facilitated the combination of written texts with visual and audio media. After that treatments, the researcher posted the material on Facebook and the students should read and did the task. The students wrote a sentence or text and uploaded their photo as a combination of visual media on Facebook. By doing this action, they were very enthusiastic to write than writing on the paper.

Furthermore, when doing the material in the class, the researchers asked the students to make a group because the researcher would like to use collaborative learning method. Learning writing by using collaborative learning make the students feel motivated, because most of the students liked to work in group collaborative learning increased the

learning activities for knowledge construction by class interaction (Zhu, 2012). It was revealed from the result in which students of experimental class were more interested in learning writing rather than students of the control class. Based on the findings, it indicates that the use of Facebook and classroom collaborative activities were able to enhance the EFL students' writing, yet the enhancement was not significantly increased, because their level of writing has the same level of writing skill, besides the students need to improve their mechanic skills such as vocabulary, language use and the dictions. Moreover, teachers need to improve their soft skill especially to update their need before implementing the media, so it leads the teachers more creative and innovative in learning any media. Teaching should be well prepared, and the teaching materials are uploaded. Teacher usually provides some basic information and knowledge about the media issues being taught, and then they open up the class for free discussion (Lee, 2016).

Recommendations

Implementing Facebook and Classroom Collaborative Activities to enhance students' writing ability in EFL Indonesian students become deemed necessary. Those activities enable students to be more creative and improve their critical thinking in writing and create good atmosphere for students to enhance their academic activities. A study shows that Facebook enable students to overcome students writing problems (Tahir & A, 2014). Moreover, another study shows that classroom collaborative activities also enable learner to have good interaction among learners, working in pairs or groups especially to have good contribution and engagement with their project of writing, besides including modelling collaborative interaction, writing task and monitoring the nature of learning (Stortch, 2013). For the current research results, the researchers recommended this research might be beneficial if it can be conducted more practical things to do in mixed method, quantitative and qualitative together so that they can be bounded in both experimental researches.

For further research on the use of Facebook and collaborative classroom collaborative activities on writing skills must be actively encouraged and encouraged. Moreover, the use of social media both through Facebook and other media such as Twitter, is very booming and also the pattern of shared learning must consider various things such as learning design, media, lesson plans so that it will add many learning patterns that are useful, creative and effective. Writing teachers can take Facebook and Collaborative as an alternative to learning to write.

This research also indicates that the applicants in this finding also have a very basic and also important role in developing knowledge and sharing experiences by making writing, creative, and innovative writing learning creations. In the learning process both through learning using social media and hands-on practice in schools, this is very useful for applicants to first promote a type of good writing learning where EFL learners are encouraged to share knowledge through knowledge levels namely; understanding, experience and knowledge. EFL learners can recognize the importance of their contribution to others in learning to write well.

Limitations of Study

The researchers limit writing skill which is related to the material taught in EFL students in Indonesian context occurring in school. The researchers also chose Facebook to be one media because it is popular platform for the students that offers many benefits in learning, for instance by using Facebook students can share their idea, create communication, get many information, etc. Therefore, Facebook can attract users especially students to be active and motivated in learning activities. Besides, the researchers decide to use collaborative learning as a strategy in learning activities because collaborative activities are not only about working together in a group but also a strategy that involves communication process both of students and teachers.

Acknowledgement

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