

**The Correlation Between Students' Activeness on X and Their  
English Writing Proficiency**

**(Undergraduate Thesis)**

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## ABSTRACT

# THE CORRELATION BETWEEN STUDENTS' ACTIVENESS ON X AND THEIR ENGLISH WRITING PROFICIENCY

by

**Andika Nur Handayani**

The widespread use of social media has raised concerns about its potential impact on students' academic skills, particularly their English writing proficiency. This study aimed to investigate the correlation between students' activeness on X (also known as Twitter) and their writing proficiency, as well as students' opinions about X and its effect on their English writing proficiency. In analyzing the data, this research adopted both quantitative and qualitative approaches, which was carried out by utilizing an *ex post facto and phenomenological design* with 30 students at SMAN 1 Pringsewu involved as the sample of this research. The instruments of this research were a questionnaire to analyze students' activeness on X, a writing assessment to measure students' writing proficiency, and followed by a semi-structured interview to further investigate students' opinions. The collected quantitative data were analyzed by using *Pearson product-moment Correlation* in SPSS 25. The result showed that the coefficient correlation between students' activeness on X is 0.784. Based on the result, it can be concluded that there is a positive significant correlation between students' activeness on X and their English writing proficiency. It means that students who actively use X tend to be better at writing than those who do not actively use X. Additionally, it was also found that students tend to hold positive opinions about the platform.

**Keywords:** *Correlation, Activeness, X/Twitter, Writing Proficiency, Students' Opinion.*

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Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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## **CURRICULLUM VITAE**

Andika Nur Handayani was born in Pringsewu on July 9<sup>th</sup> 2001. She is the second child of loving parents, Sugiyono, M.Pd., and Dra. Marsiyam. She has one older brother, Idris Affandi, S.Pd., and one little sister, Aprilia Dinda Putri. She started her study for the first time at TK Pembina Pagelaran. Then, she continued her study at SD Negeri 1 Pringsewu Selatan. After she graduated from elementary school in 2013, she continued her study at SMP Negeri 1 Pringsewu and graduated in 2016. After that, she continued her study at SMA Negeri 1 Pringsewu and graduated in 2019. During her study in junior and senior high school, she was active in an English club at her school which enabled her to join several English competitions and eventually won several times.

Following her passion for English, she decided to take the English Education Study Program of Teacher Training and Education Faculty at Universitas Lampung in 2019 and was accepted as a student through the SBMPTN program. During college, she enriched her knowledge and experience by joining an English-based university organization, the English Society (ESo) Universitas Lampung. In ESo, she was in charge of several positions such as the head committee in some national events, the Person in Charge (PIC) of debate, and the deputy of the education division in 2022.

There were several memorable moments in her college life. In the first year of her college, she got a chance to join an international conference in Singapore and learned a lot about SDGs afterward. Moreover, challenging her skills in English, she joined several English competitions both on national and international scales. She had accomplished her Teaching Practice Program (PLP) in SMK Lifeskills Kesuma Bangsa Natar and her Field Experiences Program (KKN) in Desa Margodadi, Sumberejo, Tanggamus. And lastly, at the end of her study, she had several internships and work experience in several respectable companies like Zenius, Primagama, and Ganesha Operation.

## **DEDICATION**

Biggest gratitude to god for helping the researcher in completing this research successfully, her family who always give her an endless support and prayer, her lecturers for the immeasurable knowledge and advice to finish this research, her beloved friends who helped her throughout this journey, and last but not least, herself; for everything.



## **MOTTO**

*“Being fearless is having a lot of fears, but you jump anyway.”*

*“You’ve got no reason to be afraid. You are on your own, kid.*

*You always have been.”*

*(Taylor Swift)*

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## **CHAPTER I**

### **INTRODUCTION**

This chapter indicates some points as the prior information of the research. It consists of background, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

#### **1.1. Background**

The present stage of education development in general, and the methods of teaching and learning English in particular, are strongly influenced and characterized by the rapid innovation of technology in education. In this globalized era of borderless information and technology, acquiring skills in English communication is essential for participating in global communities, with English proficiency seen as a vital tool for personal and professional success. Modern society and the education process are becoming inseparable due to globalization advancements. Technology's influence and its use in education are advancing rapidly, with social networking sites (SNS) emerging as significant tools in the educational process. Social networks like X have attracted millions of users, especially young people, integrating these platforms into daily life, including educational matters. These platforms provide unique opportunities for collaborative learning, peer support, and access to a vast array of resources while educators leverage them to communicate with students, disseminate content, and foster interactive learning environments. As technology continues to evolve, its role in education will likely expand, further blurring the lines between traditional and digital learning spaces.

Education is progressively moving from traditional applications to integrated technology interpolation alongside the process of teaching and learning. It is now a proven fact that the use of technology facilitates teaching and learning in language classrooms. According to Taranto et al. (2011), as the world becomes more connected, the classroom experience must reflect the same changes, as student

profiles today are very different from those in the past. They are called “Generation Z” or “Net Generation”. This is because technology and the World Wide Web are the two most familiar objects to them (Radinsky et al., 2012). This ‘net generation’ has been found to adopt different learning methods than previous generations (Sandars and Morrison, 2007). They are “more experiential, enthusiastic, and always connected” (Ramaley and Zia, 2005).

Additionally, Sharma (2019) in her research proves that the striking feature of the 21st century is the technological innovations and the way they interfere with linguistic study and social practices based on contemporaneity, especially writing and reading. This interference is not merely disruptive but also transformative, reshaping how individuals engage with texts and communicate in a digital landscape. Eventually, amid the technological revolution, the techniques of writing skills, including the production and reproduction of texts, and the way they are being implemented in the process of teaching and learning, are also evolving. These techniques now incorporate digital tools and platforms, which facilitate interactive and collaborative learning experiences. Consequently, they are made available to make up for some of the characteristics of this new society, reflecting a shift towards more dynamic and multimodal forms of literacy.

Klimova (2014) in her research proves that writing has a unique position in language learning since it involves practice and knowledge of the other three language skills such as listening, reading, and speaking. If students have a good proficiency in writing, they can use the other skills properly based on their needs in composing writing and communicating. This research proves that writing skill is essential in the linguistic study and social practices especially now that in this modern era, the process of socialization is becoming progressively borderless. With that being said, it can be summed up that people could communicate with each other only by writing something on anything. Including but not limited to social network platforms like X. The researcher believes that freedom of access and activeness on platform like X holds certain impacts on the English learning process. Moreover, there are several kinds of written production that can be found on X.

About English learning through digital platforms, according to Aberg, et al. (2016) using digital learning sources can improve the writing skill of students. Moreover, Mervat (2015) in his research concluded that there was a statistically significant influence of X on students' writing proficiency. Experimental students that used X can increase their writing proficiency. On the account of these matters, having X involved in the process of the written material is going to result in positive learning of English writing skills outcomes for the students. Furthermore, many researchers have highlighted the potential of X in particular as a tool for language learning. Borau et al. (2009) proposed that on X, language learners can access exposure to the target language and also learn to express their thoughts in the target language. At a university level, Aloraini, (2018) used X as an open space to instigate Arab students to research based on recommendations from teacher, researchers, and systematize information and writing productions with space for colleagues' comments and it proves that X is positively impacting students' writing skills.

Nowadays, the influence of social networks in the lives of the majority of students is becoming more undeniable than it used to be. Consequently, knowing how to read and write in English today has become more important than it was since almost everything in the virtual world requires knowledge of writing. However, many misunderstandings also occur due to insufficient knowledge of writing. On X, it was found that most students abbreviate words and often make repeated mistakes (Anh, 2019). But, it is a fact that social networks including X which is accessible to students these days have required students to write more. However, this is not, one hundred percent, a sign of good writing quality. Therefore, this research sought to bring a broad view on analyzing whether activeness on X significantly correlates with students' writing proficiency.

The second question that the researcher wants to answer in this research is about the students' opinion about how X affects their writing proficiency. Based on some previous research, there are lots of claim and study about how X is giving such an eventful effect to its user, in this case, students. As a supporting proof of this case,



according to Sakkir et al. (2016), it was found that a significant number of participants of the research showed a positive attitude and willingness to use SNS in writing classes by considering the attitude and opinions of SNS (Social Networking Site) in improving their skills as a writer. Consequently, the researcher believe that X must also have an impact to students' opinion under the context of writing.

The researcher believes that X and English learning especially in writing is having a strong reciprocal relationship. Consequently, the reason of why the writer chose X as a medium to analyze English especially learning writing is because the writer realizes that X is one of the social medias that is widely used by people all over the world today and students who choose X as a medium they use in learning English is just as much. Besides that, X also contains various English related content or tools on the platform. There are several terms on X that being popularly understood and used in English, such as mention, retweet, trending topic worldwide, hashtag, share, and else. Students can also use X as a medium to communicate with fellow X users who come from various countries around the world. All the reasons that had been explained are enough to attract the writer's interest in conducting this research.

In summary, the researcher notes that most previous studies, notably five studies, have shown that social networks, especially X, is an effective tool for teaching writing, with positive impacts on students' writing abilities. The previous studies demonstrate that using X in educational settings can enhance students' engagement and improve their writing skills. However, there is a noticeable gap in the previous research, as few studies focus solely on X without including it within the broader context of social networking nor employing specific interventions on it. There are also limited research explores the correlation between X's social discourse and its impact on English writing skills. Therefore, the researcher was aimed to enact deepened research on this specific matter with a focus on high school students who have been actively using X. And after all the things are considered, the researcher

intended to do the research under the topic of the correlation between students' activeness on X and their English writing proficiency.

### **1.2. Research Questions**

In line with the problems above, the researcher specified the research question into:

- 1) Is there any significant correlation between students' activeness on X with their English writing proficiency?
- 2) What is the students' opinion about X?

### **1.3. The Objectives of the Research**

Referring to the problems and research questions above, the purpose of the research are:

- 1) To find out whether there is a correlation between students' activeness on X with their English writing proficiency.
- 2) To investigate students' opinion about X.

### **1.4. The Uses of the Research**

The research might be beneficial for some purposes both theoretically and practically. The uses of this research are as follows:

- 1) Theoretically, it can support the previous studies that prove the positive impact of X on students' writing proficiency.
- 2) Practically, it may help English learners insight to know how X can be utilized as one of the effective media to learn English, especially writing.

### **1.5. The Scope of The Research**

This research will use a quantitative and qualitative approach to examining the data. It is focused on finding whether students' utilization of X has impact on their writing and knowing its effect on the students' writing skills at the senior high school level. The questionnaire and observation sheet will be provided by the researcher to analyze the students' activeness on X which will be further correlated with the measurement of their writing skills. Moreover, the researcher will arrange writing assessments by asking the students to produce caption text based on the

given pictures. The students' works will be assessed using writing aspects afterward. The participants of the research are senior high school learners at SMAN 1 Pringsewu who have been using X actively.

## **1.6. Definition of Terms**

### **Correlation**

Correlation analysis is a statistical method used to evaluate the strength of the relationship between two quantitative variables. A high correlation means that two or more variables have a strong relationship, while a weak correlation means that the variables are hardly related. (D. Bzdok, S.B. Eickhoff, in Brain Mapping, 2015). The main focus of this research is to find out the correlation between students' activeness on X and their writing proficiency.

### **User Activeness**

The user activeness can be defined by the number of online behaviors (i.e. sharing contents, comment interactions, view and follow behaviors) (Wu, B., Mei, T., Cheng, W.-H., & Zhang, Y., 2016). The user activeness of this research had been investigated through questionnaire.

### **Writing**

Writing is the process of expressing ideas, information, knowledge, or experience, and understanding the writing to acquire knowledge or some information to share and learn (White, 1994). In this research, the students' writing proficiency had been investigated through a certain writing assessment.

### **X (also known as Twitter)**

X which used to be known as Twitter is a social networking tool that allows people to share information, in a real-time news feed, with like-minded individuals (Mistry, 2011). X is the most essential part of this research and to find out whether it has correlation with students' writing proficiency or not, the researcher analyzed the students' activeness on X through questionnaire.

### **Students' Opinion**

Students' opinion refers to the thoughts, beliefs, and feelings that students have about people, situations, and events, particularly in the context of their learning experiences (Kumi-Yeboah et al., 2015) In this research, to analyze the students' opinion of X, the researcher conducted interview to some of the chosen samples.

Those are the background, research questions, objectives, uses, scope, and definition of terms that were used in this research. Further elaboration on the theories is discussed in the next chapter.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter is supported by some theories which are correlated with the research. It consists of the previous research, activeness on X, concept of writing, aspects of writing, X features, X and language learning, advantages and disadvantages of writing on X, correlation between activeness on X and writing proficiency, students' opinion about X and its effect to writing proficiency, theoretical assumption, and hypotheses.

#### **2.1. Previous Research**

There are several studies dealing with the topic of this research. Accordingly, some relevant research concerning the use of X and its impact on English learning especially in writing, various discourses of X, and writing are described further in the purpose of references for this research.

The first study was conducted by Said (2015). The aim of this study was to investigate the effect of X on EFL writing and whether X has an effect on ideas and content, organization, voice, and style. This study followed a pretest-posttest experimental-control group design. Two intact classes were chosen to be the sample of the study from level four: one class to be an experimental group and the other class to be the control group. The study showed that the experimental group outperformed the control group in the post-testing of writing. This difference can be attributed to eventually using X in teaching writing.

In line with the previous study, Espinoza-Celi and Pintado (2020) analyze the use of X to improve writing skills of senior high school students and determine its effectiveness as a tool in EFL learning. In this research, a survey and pre-post tests were administered to the participants and it resulting in the participants outperforming in the post-testing. Therefore, the researchers in this research

conclude that X is an effective tool to improve the written production of senior high school students, and this micro-blogging platform can be integrated within EFL contexts.

Furthermore, Juniardi and Utami (2013) were done qualitative research on classroom action. The study focused on students' writing improvement in learning using X. The outcomes were stated in two points. First, students' writing was enhanced after being influenced on X. Their writing content was developed clearly with some variation. Secondly, students felt more comfortable constructing their writing on X as they have been using it for their daily communication.

Based on the previous study above, the researcher intended to discuss about the detailed correlation between activeness on X and students' writing achievement by also considering the supporting aspect such as social discourse alongside the process of this research. The difference between the previous study with this research is that the researcher tries to hold a deeper investigation on X as naturally as it is without giving treatment and eventually all the data will be analyzed by using mixed methods of qualitative and quantitative approaches.

## **2.2. Activeness on X**

The term "activeness" on X oftenly being referred to the level of engagement and participation being demonstrated by users on the platform. Measuring activeness on X is a multi-dimensional process that involves analyzing several behavioral and engagement-based factors, which together give a comprehensive understanding of how a user behave on the platform.

The frequency of tweets is often seen as the most immediate measure of activity. A user who tweets multiple times a day is generally perceived as more active compared to someone who tweets sporadically. This can include original tweets, retweets, and responses to other users' tweets, forming a core element of engagement. However, it's important to note that the act of tweeting alone does not fully capture the level of activeness. The quality of those interactions is equally

important. For instance, when tweets are retweeted or replied to by others, it signifies that the content has resonated with an audience. This form of engagement creates a deeper level of interaction, marking the user as not just active but also influential within their network. A study from Georgia Tech demonstrated that engagement metrics such as mentions, replies, and retweets are strong indicators of a user's social presence and overall activity on the platform. This study reveals that these forms of interaction (mentions, replies, and retweets) are critical in building and maintaining a strong social presence on Twitter. Users with high levels of interactions are seen as more active because they participate in and drive community engagement (Huto et al., 2013).

Another theory that supports the measurement of activeness on Twitter is Kaplan and Haenlein's Social Media Framework (2010). Their framework categorizes social media platforms into different types based on the interaction and self-presentation they afford users. Twitter falls into the category of platforms that are primarily based on "social presence" and "media richness," meaning that the more a user interacts, the more visible they become within their community. This ties into the idea that activeness isn't just about quantity but about the quality and visibility of interactions. Higher engagement leads to increased social presence, which reflects a higher degree of activity. According to Kaplan and Haenlein, activeness can be interpreted by observing how frequently and effectively users engage with others in meaningful ways, such as through replies and retweets.

Furthermore, in a study published in the *Journal of Broadcasting & Electronic Media*, researchers Whiting and Williams (2013) found that users' motivations on social media align with key components of Uses and Gratifications Theory (UGT), which was originally developed by Katz, Blumler, and Gurevitch (1973). Users remain active on Twitter because it satisfies their needs for social connection, self-expression, and information consumption. Active users on Twitter, therefore, not only tweet regularly but also engage with content in ways that meet their personal or social gratifications—whether it's to express opinions, stay updated with news, or interact with like-minded communities. This theory highlights the fact that

activity levels on Twitter may be driven by the personal gratifications that users are seeking, making it an essential part of any framework for measuring activeness

Lastly, Wu et al. (2016) described the concept of user activeness which revolves around the idea that the level of engagement users exhibit on a platform is shaped by the variety and frequency of their online behaviors. Activeness includes but not limited to how often users log in or the amount of time spent on a platform and the way they interact with the content and other users. This theory provides a holistic view by taking into account both passive engagement, such as viewing content, and active contributions, like interactions and sharing. As a result, it offers the most effective and comprehensive framework for assessing how involved and engaged students are in their learning journey on platform X. This model encourages a deeper understanding of engagement beyond simple metrics, ensuring that true activeness is captured in all its forms.

In summary, measuring activeness on X is a nuanced process that requires attention to both passive and active engagements. Tweet volume, engagement metrics, follower growth, and frequency of interactions all contribute to the broader picture of how active and influential a user or brand is on the platform. Therefore, measuring activeness on X needs complex analyses on every engagements that existed on the platform.

### **2.3. Concept of Writing**

Writing is a productive skill that should be mastered by English learners. It is an activity that allows students to expose their ideas, knowledge, and beliefs in the form of well structured-text which will be comprehended by the reader. According to Klimova (2013), writing skills provide learners in manipulating the language in a demanding way, as they tried to express ideas in the written form. Students are required to expand their thoughts into paragraphs by considering the organization of the statements to make their ideas delivered well.

Writing is considered complex task that requires the writer to originate content, organize structure, formulate goals and plans, execute writing mechanics, and revise (Bereiter & Scardamalia, 1982 cited in Kulikowich et al., 2008). It can be said that writing involves several complex activities which consist of setting goals, generating ideas, organizing information, selecting an appropriate language, making a draft, reading and reviewing the draft, revising, and editing. It involves the activation of content area or topic, linguistic knowledge, and metacognitive strategies and psychomotoric skills as well. As added by Klimova (2013) that writers need to set an objective for their writing, plan it carefully and think over its layout and logical structure. Meaning that we involve mental acts to produce a piece of writing. We need to think about the topic deeply before submitting the ideas and arguments to a medium such as paper or any object that can be used to write or type.

In the means of communication, writing is considered indirect communication media. The writer can communicate with the reader by transferring their ideas through words, sentences even paragraphs. As stated by Pardiyono (2006) that writing is linguistic competence which is utilized as interpersonal communication using signs or symbols, constructing into words and paragraph, on a flat surface such as on paper or screen. However, Dombey (2013) believed that writing is not just putting thoughts down on the page or screen. The composition and the construction of the texts should be clearly arranged in order to make the reader being easier in conveying the meaning of the text. It is needed to avoid ambiguity and different interpretations among readers. Hence, the message told by the writer is delivered well.

Based on the explanation above, it can be concluded that writing is a way of expressing ideas and feelings in the form of text. In doing writing we need to take attention to the organization and the content in order to maintain the quality of our communication with the reader. So, the reader can comprehend the message of our writing easily.

#### **2.4. Aspect of Writing**

Basically, in order to produce good writing the writer should point out several principles including idea development, sequence of words and sentences, and the use of proper language. Jacobs et al. (1981) state that there are five aspects in the process of writing that should be considered in order to make the writers succeed in their writing. They are as follows:

- a. Content refers to the substance of writing. It can be recognized by noticing the topic sentence. A topic sentence should express the main idea and reflect the entire paragraph.
- b. Organization refers to the logical organization of the content (coherence). It is related to the ideas that join together so that those run smoothly within a paragraph.
- c. Vocabulary refers to the selection of word which is suitable for the content. It can be identified by seeing the diction to convey the meaning to the reader.
- d. Language use refers to the use of correct grammatical form and syntactic pattern. It can be identified from the construction of a well-form sentence.
- e. Mechanics refers to the use of graphic conventions of the language. It is recognized by pointing out the use of spelling, punctuation, and capitalization in the paragraph.

The aspects stated by Jacobs et al. (1981) above were used to examine students' writing to get the score of their test. However, the teacher needs to apply those aspects in the teaching process. Hence, during the learning, the students should consider those aspects as the standard of their writing.

#### **2.5. X Features**

X now known as X was founded on March 21, 2006 by Jack Dorsey, Evan Williams, Biz Stone and Noah Glass. In the Backlinko, based on Statista data, it is noted that the data for X or also known as X users currently has over 500 million monthly active users and more than 200 million daily users worldwide accessing the platform in 2024 (Dean, 2024).

According to the We Are Social report, there are about 24.69 million X users in Indonesia as of January 2024. This places Indonesia fourth globally. Based on the current study, it is estimated that the number of X users in Indonesia will keep on increasing. This is estimated by considering the submission of press materials, secondary research, app downloads, and traffic funding which refers to the number of monthly active users during the period of the statistic analysis (Kemp, 2024).

X enables users to communicate with each other with short, not more than 280-character text messages, called “tweets”. Every user registered on the X web page can go to their page and post a tweet accessible to every user. In its turn, they can view the messages posted by other users. Furthermore, to navigate easily, X has several interesting features such tools as “Search”, “Following”, “Followers”, “Bookmark”, “Base”, “Spaces” and “X Blue.”

The “Search” tool helps users to find any information on X by a required keyword. The “Following” tool allows each user to create a list of other users whose tweets will get prioritized to be shown on the home page. Thus, being online, each user receives information (as it becomes available) about what is happening in his/hers friends’ lives. Meanwhile, the “Followers” tool has another function. Each user of X may have friends who have subscribed to his/her updates. When posting the tweet, the message will appear in the author’s profile and in the subscribers’ timeline.

Additionally, the “Bookmark” tool functions as a way to refer back to a tweet without liking or retweeting it, which is a useful way to save information that is private without being noticed by anyone except the user. As good as it sounds, this tool is still having limitations on the fact that until the present time this research is being conducted, X is yet able to invent a feature for users to sort out their bookmarks.

As for “Base” feature, this is an automatic account where people who have the same interests gather to then provide information or send messages. While the term

“Mention Confess” abbreviated as “menfess” are messages sent to the base account via the direct messages feature, which will then be posted by the base account owner and read by the base account followers. This is useful because not everyone has a lot of followers and can respond to what is conveyed, but through the “Base” we can reach people who are beyond our reach to give their opinion.

The next feature is “Spaces”. Being released in November 2020, Spaces is a way to have live audio conversations on X (X Inc., 2023). Spaces can be listened to by anyone on the internet. This is part of a wider Spaces feature that lets anyone listen to Spaces, regardless of whether or not they’re logged into a X account or even have an X account.

Finally, the latest feature is “Subscription”. Since Elon Musk took over the ownership of X in late 2022, there are lots of changes and updates. The most significant and noticeable update initiated by Elon is “Subscription”. This feature gives several privileges to those users who are willing to pay \$8- \$11 per month. The privileges that the subscribers got were getting a blue checkmark on their profiles, content prioritization, ads customization, and several specialties such as proficiency to post longer videos and even post tweets that are up to 4.000 characters. In comparison to the regular user, there are big and significant differences between users that have subscription with those who are not.

To wrap it all up, with years of development, X has evolved lots of times to meet the need of its user. With all the interesting features that X has, it correlates with the rapid uplift in the number of users each year. With the high percentage of users and its intriguing features, one cannot deny how X is playing a big role in people’s lives to the point they use X for a lot of reasons and matters, with no exception of education.

## **2.6. X and Language Learning**

According to Kamhar & Lestari (2019) teachers need to update teaching media so that learning can please students. The selected media needs to have something to



do with students' daily lives, for example social media. X as a social media has a positive impact on language learning because it can help in making friends, finding useful information, and as a learning medium that students can use (Bandjar et al., 2019). The use of X as a language learning tool can be one of a series of activities carried out to support language learning both formally and informally (Rosell, 2020). The use of X can be used in various activities that students can use as a means to access new information about languages, information about culture, and platforms for various inputs and interactions (Rosell, 2020).

Back when X was introduced, English was the predominant language on the platform. In 2006, 98% of tweets were in English. However, by 2013, total of tweets in English had decreased to 51 % but English still remained the most common language. In this meantime, other languages had gained ground, with Japanese at 14.8%, Spanish at 13.4%, Portuguese at 5.1%, Indonesian at 3.2%, Arabic at 3.2%, French at 2.4%, Turkish at 1.8%, Russian at 1.3%, and Korean at 1.1% (GNIP, 2014). As of now, X supports 40 languages (X, 2017) and includes a translation tool that detects the tweet's language and translates it to the user's account default language.

Numerous researchers have emphasized X's potential as a tool for language learning. Borau et al. (2009) suggested that X allows language learners to be exposed to the target language and learn to express their thoughts in it. In other side, Newgarden (2009) focused on engagement and participation in communities of language users.

Additionally, other researcher also discussed about other positive impact offered by the application. Benefits for language learning on X include opportunities to learn about current affairs, politics, and culture (Reinhardt et al., 2010), engage in language play (Hattem, 2014), proficiency to post homework and brief questions for responses and participate in intercultural exchanges (Lee & Markey, 2014). Moreover, X can increase awareness of popular culture and be used to share experiences from visiting areas where the target language is spoken (Plutino, 2017).

### **2.6.1. The Process of Writing on X**

Due to the technological potential and increasing popularity among young people, X can be used as a tool for learning a foreign language, and, in particular, the development of students' writing skills. If we are to consider the methodological potential of X in the development of writing skills, it would be appropriate to begin with the identification of the didactic properties and methodological functions of the service since the appropriate methods of teaching will be designed exactly on their basis. These didactic properties of X are: brevity, publicity, linearity, hyper-textual structure, multimedia basis, issue-related classification of messages, and availability of multi-functional applications (Sysoyev, 2014).

The didactic properties and methodological functions of X based on the previous study can be concluded as follows:

1. Brevity

X users regularly can exchange 280-character tweets. The limitation of the number of characters can serve as an incentive for careful thought of the message content, its stylistic, spelling and punctuation design and as a stimulation for developing the abilities to summarize their thoughts.

2. Publicity

The content of a particular tweet may be available to any specific user of X or each user can restrict who can reply or interact with their tweets. This feature allows user to organize network communication between those who has the same interest or such. Moreover, this feature is somehow giving the feeling of safety and freedom to write without any disturbance from other users.

3. Linearity

The messages on the user's page or on the news feed are posted in chronological order. X does not allow making changes and additions in the previously published messages. They can only be removed. Therefore, it going to be easier for both writers and readers of tweet to comprehend the information or ideas that are being discussed.

#### 4. Hyper-textual structure

In X there is a special hierarchical relationship between pieces of information. It, firstly, provides quick access at any time to authentic learning resources and programs; secondly, it creates additional opportunities for free navigation on a certain X page, easy transition from one section to another. Besides, it's easy to go to the additional internet resources on the required subject. This feature will allow user of X who wants to have an English learning or writing process to do a hyperlink to X pages or other users' blogs. All this will be very productive in developing the proficiency to write synopses and reviews (on books, movies, music, exhibitions, etc.) and etc. Such structure of X promotes the enrichment of students' linguistic and socio-cultural practices.

#### 5. Multimedia basis

In X, users can post not only text messages, but links to audio, video and photos. This will enrich greatly students' language and cultural experience. Moreover, it will help them to find more information on the required subject and by this the process of brainstorming for each users will eventually advancing.

#### 6. Issue-related classification of messages

Highlighted keywords (hash-tags) allow us to classify thematically all messages posted by users. This form of organizing your messages helps any user to find by the keyword the like-minded people with messages on a specific issue. Additionally, this will help users to search and select the information they need and easing them in widening their perspectives and thoughts.

#### 7. Proficiency of multi-functional applications

A large number of functions and services in X provide the opportunities for the creation of new structures in organizing and classifying data (sources) on the internet. Thus, X able to expand users cognitive capabilities and eventually contributes to the development of communicative and cognitive skills.

### **2.6.2. X Social Discourse and Its Correlation with Writing Proficiency**

X was originally created for communication between people for the purpose of a brief exchange of information – acquisition and dissemination of information on key aspects of life and activities of an individual. As an example, due to posting some tweets by one of the Russian governors our country in real time found out what happened and what issues were raised by the President at the meeting of the State Council. Reports on national television, showing that the speed of information transmission via X, can get ahead of the mainstream media, instantly attracted the attention of young and active users of new ICTs to this Internet service (Sysoyev, 2014)

Moreover, the growth of X users in Indonesia has experienced high growth in all aspects. Of course, it is not impossible that this value will continue to grow. Given that X is a medium whose digital distribution cannot be limited. Moreover, this internet network is a worldwide network. Someone who has a X account are able to ‘show’ themselves in the midst of their followers. The more followers, there will be more kind of pride and the feeling of being cared for by those around the user arises so that they increasingly need X in their daily life. All users are increasingly due to the users are competing to get lots of followers. Many followers have their own prestige for the account owner. This is what makes the X account owner more active to get more attention so that his followers will increase (Zukhrufillah, 2018).

Based on the previous study, it can be assumed that X is indeed an effective way for users to share and accumulates lots of information about various social discourse and others. X encourages the user to always get attached to the service. Due to several demands and desires that were being provided on X, a lot of users on X eventually get attached to X, to the point it’s also affecting their daily life and perspectives. Nevertheless, X is based text platform, all the attachments to X will eventually require the user to keep on practicing their writing. Through this process, the researcher found that this is a very interesting way to improve writing proficiency.

## **2.7. Advantages and Disadvantages of Writing on X**

In 2006, X was invented by Jack Dorsey and Evan Williams who had an idea to create a platform that will be SMS-based communication to connect with many people at the same time. Due to this fact, it's clear that X is a text-based platform which required the users to write in order to get involved in the platform. Therefore, X and writing are inseparable and the researcher believes it actually influences each other. When it comes to writing on X there are several advantages and disadvantages that might happen which in detail will be discussed as follows.

### **2.7.1. Advantages of Writing on X**

Understanding the feature which existed on X, it is important for the users to know how to utilize it well so that we can get the best outcome later. Especially under the context of writing, X offers several advantages that will be explained in detail below.

#### **1) Conciseness Encourage Clarity**

The character limit on X eventually can be utilized to force writers to distill their ideas into concise, impactful statements. This can help in honing writing skills, focusing on core messages, and avoiding unnecessary verbosity.

#### **2) Instant Feedback and Engagement**

Writing on X gives user proficiency to receive immediate feedback from their audience through likes, retweets, comments, and direct messages. This instant interaction allows for real-time discussions and can inform future writing endeavors.

#### **3) Beneficial for information**

X is a mix of blogging, messaging, and putting feedback. All the information and facts can be shared not only with family and friends but with a community or to the whole nation. It can make a person become a self journalist or can give feedback and help others to improve.

### **2.7.2. Disadvantages of Writing on X**

One significant disadvantage of X is its character limit. Initially, tweets were limited to 280 characters in the latest update. While brevity can encourage concise

communication, it can also be a drawback when trying to convey complex ideas or engage in in-depth discussions. This limitation can sometimes lead to oversimplification or misunderstanding of messages. Moreover, the challenge or disadvantage that might be happened under the context of writing on X, will be explain in detail below.

**1) Character Limitation**

X allows only 280 characters per tweet so it becomes difficult for the user to tweet in limited characters. Even though recently X has just launched a new feature of X Blue that allow the user to have extra character limitations up to 1000 characters. This feature is not free and so the impact of this feature cannot be massively enjoyed by the majority of users.

**2) Difficulty in Conveying Complex Ideas**

Communicating intricate or multifaceted concepts can be challenging within X's constraints. Subjects that require detailed explanation or exploration may not be well-suited for the platform. This can be a drawback for professionals or experts in fields that often deal with complex issues.

**3) Risk of Misinterpretation**

Due to the character limit, users sometimes resort to abbreviations, acronyms, or omit context, which can lead to misinterpretation or misunderstanding. Additionally, the absence of non-verbal cues like tone of voice or body language can make it harder to convey emotions or intent accurately.

**2.8. Correlation between Activeness on X and Students' English Writing Proficiency**

Several studies have investigated the use of X to improve writing skills among students, particularly in the context of English as a foreign language and these studies indicate that X can be a suitable learning tool to foster writing skills, as it can be adapted to students' interests, needs, motivations, and expectations (Espinoza-Celi & Pintado, 2020). Moreover, according to Abd et al. (2015), Students who use X in their writing have been found to outperform those who do not.

The correlation between activeness on X (formerly known as X) and students' English writing proficiency can be understood through several factors linked to learning, motivation, and engagement in writing. X provides a dynamic, interactive space where students can freely express their thoughts, practice writing, and receive feedback from others.

The platform's flexibility allows students to engage with content that interests and motivates them, fostering more frequent writing in English. As students actively participate on X, the constant exposure to writing helps them improve their language skills, including vocabulary, grammar, and sentence structure. The more they write, the more familiar they become with various writing techniques and styles, leading to a noticeable improvement in their proficiency over time.

Another theory that supports the correlation between activeness on X and students' English writing proficiency is connectivism, proposed by George Siemens in 2005. The role of digital networks in learning, suggesting that knowledge is distributed across a network of connections and that learning occurs through the ability to navigate and interact with these networks (Siemens, 2005). This theory is particularly relevant in the context of social media platforms like X, where students participate in online communities, exchange ideas, and engage with diverse sources of information.

According to connectivism, learning is no longer confined to traditional educational settings but is increasingly occurring in digital spaces where individuals can access and contribute to vast amounts of content. X exemplifies this networked learning, as it allows students to connect with a global audience, participate in conversations, and follow experts in various fields. By being active on X, students are exposed to a range of writing styles, cultural expressions, and language usage, all of which contribute to their development as English writers. The platform's interconnected nature enables students to learn from these diverse inputs, expand their knowledge, and adapt their writing accordingly.

Additionally, according to Jean Lave & Etienne Wenger (2022) writing proficiency can improve through active participation in online communities like X. Participation Theory proposed by them focuses on learning as a social process that occurs through active engagement in communities of practice. By regularly contributing to discussions on X, students are immersed in a community where English writing is used for authentic communication. Through this participation, they not only improve their writing skills but also become more confident in using English in real-world contexts.

Overall, the correlation between activeness on X and possibility to improve English writing proficiency is rooted in the opportunities the platform offers for regular practice, social interaction, motivation from real-time feedback, and self-assessment. These elements combine to create a conducive environment where students can continuously refine and strengthen their writing abilities.

## **2.9. Students' Opinion About X**

According to Kumi-Yeboah et al., (2015), students' opinion refers to the thoughts, beliefs, and feelings that students have about people, situations, and events, particularly in the context of their learning experiences. It is an active process through which students interpret and make sense of their environment, using their knowledge and understanding of the world. In the context of education, students' opinion plays a crucial role in understanding their attitudes, behaviors, and learning outcomes. In this research, to analyze the students' opinion of X, the researcher conducted an interview grounded in two theoretical frameworks: Vygotsky's Social Constructivism Theory and Marshall McLuhan's Media Ecology Theory.

Social Constructivism theory emphasizes the role of social interaction in cognitive development. Learning is a collaborative process, and individuals construct knowledge through their interactions with others and their environment (Vygotsky, 1978). By applying this theory, the researcher will explore how students perceive their engagement with X as a social platform and its influence on their English



writing skills. This approach will help in understanding how the collaborative nature of X, through retweets, comments, and likes, contributes to or detracts from students' writing proficiency.

Media Ecology Theory examines the effects of media and technology on human perception, understanding, and behavior. McLuhan (1964) stated, "The medium is the message," suggesting that the medium through which content is delivered significantly impacts the way that content is perceived and understood. Using this theory, the researcher will investigate students' opinions on how the characteristics of X affect their writing abilities. This exploration will provide insights into how the medium of X itself, beyond the content shared, shapes students' writing practices and skills.

In conclusion, students' opinions in this research referred to the theory of social constructivism by Vygotsky and media ecology by Marshall McLuhan. Through interviews grounded in these theories, the researcher aims to comprehensively analyze students' opinions on how X impacts their English writing proficiency.

#### **2.10. Theoretical Assumption**

In line with the frame theories above, it was believed that students' writing proficiency will be affected after being through an intense activeness conducted through X as the online media. As explained by Ahmed (2015) X could facilitate collaborative writing and stimulate ideas among multiple users. The succinct and accurate writing style in X reinforced the means of communication. Hence, the writing process on X is potentially a good exercise for language learners to get their writing enhanced.

Besides, the researcher believed that X has very sufficient material that can be utilized to enhance not only writing proficiency but also various interesting social discourses. Through X, the user, especially the students, could share their writing with the larger community in which the readers are varied. Hence, the students had to organize the details of their writing well so that the readers could successfully

receive and understand the message delivered in their writing. In the end, the impact caused by X depends on how the user utilizes their X account.

### **2.11. Hypotheses**

According to the problem that was found out in the first chapter, the hypotheses which were proposed in this research are concerned with:

1. H0: There is a significant correlation between activeness on X with students' writing proficiency.
2. H1: There is no significant correlation between activeness on X with students' writing proficiency.

Thus, the theories that have been discussed in this chapter were previous research, activeness on X, concept of writing, aspects of writing, X features, X and language learning, advantages and disadvantages of writing on X, correlation between activeness on X and writing proficiency, students' opinion about X and its effect to writing proficiency, theoretical assumption, and hypotheses.

## CHAPTER III METHODOLOGY

This chapter contains the research design, variables, population and sample, data collecting technique, research instrument, validity and reliability of the instrument, research procedure, data analysis, and hypothesis testing.

### 3.1. Research Design

This research primarily aims to investigate the correlation between activeness on X and students' writing proficiency as well as their opinion. In this research, to see the significant correlation between activeness on X with students' writing proficiency and the students' opinion of X and its impact to the English learning especially in writing, the researcher used the mix method of both qualitative and quantitative design. The quantitative method is a numerical data collection procedure which was conducted through questionnaire and writing assessment and later were being analyzed to discover the correlation while the qualitative method was being analyzed through a subsequent interview related to the students' opinion.

In order to see if there was a positive relationship between activeness on X with students' writing proficiency, the percentage of the intensity of students' activeness on X was being compared with the results of the writing assessment. To find out the correlation between activeness on X and students' writing proficiency, the researcher used *Ex post facto* design. The researcher utilized an Ex-post facto design, as there was no manipulation or treatment applied to the research subjects. Instead, data were gathered by observing the correlation between two variables. The primary focus of this study was to determine if there is any correlation between activeness on X and students' English writing proficiency. According to Setiyadi (2006), the design of this research describes as follows:

**T1    →    T2**

Where:

T1: Activeness on X

T2 : English Writing Proficiency

Furthermore, as for the qualitative aspect on this research, interview was being conducted in this research in order to know students' opinion of X impact whether it is positive or negative. A naturalistic approach, normally could be achieved by drawing conclusions "from the real-world settings where the phenomenon of interest unfolds naturally," is utilized by qualitative researchers when addressing questions of this kind (Patton, 2002, p.93). Semistructured, in-depth interviews are conducted to gain the participant's first-hand perspective, offering a more detailed understanding of individuals' opinions on the topic at hand (Oppenheim, 2001).

In general, a comprehensive and contextual understanding of the study components can be attained by employing mixed methods (Jick, 1979). Quantitative data provide an initial and general sense of the extent to which X is used in English language learning and its effectiveness, whereas qualitative data delve deeper into the participants' views to illustrate the results more thoroughly.

### **3.2. Variable of Research**

According to Setiyadi (2018), variable is a noun that stands for variation within a class of objects, such as gender, achievement, motivation, behavior, environments. There were two kinds of variables namely independent variable (X), and dependent variable (Y). In this research the variables are described as follows:

1. The independent variable is the students' activeness on X which is going to be investigated through questionnaire.
2. The dependent variable is writing assessment since it will be measured to see the students' proficiency in writing.

### **3.3. Population and Sample**

The population of this research was twelve-grade students at SMAN 1 Pringsewu. However, only 30 students were chosen as the sample. In selecting the sample, the researcher used purposive sampling. Purposive sampling was a sampling technique by determining specific criteria (Sugiyono, 2008). The samples' selection requirements are they have to own a X account and currently active on using the

application. Before answering the main questionnaires given by the researcher, the samples were required to answer a questionnaire about their X analytical statistic to analyze that they are currently active on X. Hence, these samples are significant to the objectives of the study.

### **3.4. Data Collecting Technique**

The data in this research was collected using assessment, questionnaire, and interview. To investigate the students' activeness on X, data was collected by using a questionnaire. Meanwhile, to measure the students' English writing proficiency the researcher had conducted a writing assessment as the medium to correlate those two instruments mentioned. In addition, the interview had also been conducted in order to find out students' deeper opinions of X in the context of whether it has positive or negative impact in affecting their writing proficiency. Both the writing assessment and questionnaire about students' activeness on X had collected by using Google Forms. Meanwhile, as for the interview, it had been conducted by using a recorder. The interview was an semi-structured interview. The aspects of the interview was enacted around the matter of students' opinion of X. The students shall give their answers as factual and accurate information about themselves or information that is close to the fact. In addition, the interview had conducted for the selected four participants who had been relatively more active in tweeting among the others. The techniques will be described in detail as follows:

#### **3.4.1. Quantitative Data**

The quantitative data was collected in order to investigate the accurate correlation between the activeness of X and students' writing proficiency. In order to acquire the data required in quantitative, the research used two instruments, which were a writing assessment and a questionnaire. In the writing assessment, the students were required to make a writing based on the topic from the teacher which is about caption text. The students need to post their writing assessment on Google Form. Later on, the students' writing assessments would be examined by the researcher and expert based on the aspects of writing.

Meanwhile, the questionnaire contained a series of questions intended to measure the students' activeness on X. In this research, the writer used a Likert scale with four options to analyze the students' activeness on X.

### 3.4.2. Qualitative Data

The qualitative approach was conducted to investigate the students' opinions about X. In collecting the data, an interview was conducted and also supported by theories from Vygotsky (1978) and Marshall McLuhan (1964). Moreover, the interview was conducted with only five selected students, and later, the answers would be generalized as a source. In this study, the researcher used a semi-structured interview, in which a list of questions had been prepared and also developed impromptu during the interview to get the information needed. The interviews were recorded using a mobile phone and then converted into a transcript of the interview.

### 3.5. Research Instrument

Instruments refer to the measuring tools that are intended to be used by the researcher to measure the variable items in the data collection process. The researcher used three instruments in collecting data as below:

#### 1. Writing Assessment

In this research, a writing assessment was administered to collect data from the students since it was more reliable than simply looking at students' report cards. Two raters—the researcher and an English teacher at Senior High School 1 Pringsewu—later evaluated the writing assessment. The students' works were then scored based on the criteria of writing competence evaluation proposed by Jacobs et al. (1981).

**Table 3.1 Scoring Rubric by Jacobs (1981)**

Aspects	Criteria	Scores
Content	<b>Excellent.</b> Knowledgeable, substantive, through development of thesis, relevant theory.	27-30
	<b>Good to average:</b> Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.	22-26
	<b>Fair to poor:</b> Limited knowledge of subject, little substance, inadequate development of topic.	17-21
	<b>Very Poor:</b> Does not show knowledge of subject, no substantive, not pertinent, not enough to evaluate.	10-16

Organization	<b>Excellent.</b> Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive.	18-20
	<b>Good to average.</b> Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.	15-17
	<b>Fair to poor.</b> Non-fluent, ideas confused or disconnected, lack logical sequence and development.	10-14
	<b>Very poor.</b> Does not communicate, no organization, not enough to evaluate	7-9
Vocabulary	<b>Excellent.</b> Sophisticated range, effective words/idioms and usage, word form mastery, appropriate register.	18-20
	<b>Good to average.</b> Adequate range, occasional errors of idiom choice, usage but meaning not obscured.	15-17
	<b>Fair to poor.</b> Limited range, frequent errors of idiom/words, meaning confused or obscure.	10-14
	<b>Very poor.</b> Essentially translation, little knowledge of English vocabulary, not enough to evaluate	7-9
Language Use	<b>Excellent.</b> Effective complete constructions, few errors of agreement, tense, word order, pronouns, and preposition.	22-25
	<b>Good to average.</b> Effective but simple construction, minor problems in complex construction, several errors of agreement, prepositions but seldom obscured.	18-21
	<b>Fair to poor.</b> Major problem in simple construction, frequent error of negation, agreement, tense. Number, word, pronoun. Meaning confused.	11-17
	<b>Very poor,</b> virtually no mastery of sentence construction rules, dominated errors, does not communicate, not enough to evaluate.	5-10
Mechanic	<b>Excellent.</b> Few errors of punctuation, spelling, and capitalization/ used correctly	5
	<b>Good.</b> Occasional errors of punctuation, spelling, and capitalization.	4
	<b>Fair.</b> Numerous errors of punctuation, spelling, and capitalization	3
	<b>Very Poor.</b> No mastery of convention, dominated by errors of punctuation, spelling, and capitalization	2

The score percentage of writing's aspects above can be drawn as follows:

Content            30%

Organization      20%

Vocabulary        20%

Language use     25%

Mechanics        5%

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Total            =    100%

## 2. Questionnaire

Questionnaire is a number of questions or statements used to gain information from respondents about the respondents themselves or their knowledge, belief, etc. (Arikunto, 2002). In collecting the data in this research, the researcher used questionnaire to measure the students' activeness on X. The questionnaire was conducted through Google Form. The students had to give their answers as factual and accurate information about themselves or the information that was close but still provided in the four alternative answers.

The questionnaire about students' activeness on X in this research was being supported by a theory from Wu et al. (2016). According to Wu et al. (2016), the user activeness can be defined by the number of online behaviors (i.e. sharing contents, comment interactions, view and follow behaviors). In this research, there were 20 items of the questionnaire with four alternative answers that ask about the activeness on X implemented by the respondent under the context of sharing contents, comment interactions, view and follow behaviors.

**Table 3.2. Questionnaire Specification about Students' Activeness on X**

<b>NO</b>	<b>Category</b>	<b>Total Numbers</b>	<b>Numbers Items</b>
1	The frequency of students' general activeness on X	1-10	10
2	The frequency of students' activeness related to English	11-20	10
Total			20

In addition to the table above, understanding that the questionnaire was elaborated based on the theory from Wu et al. (2016), the indicators need to be breakdown. The specification of the questionnaire based on each theory's indicators are as follows:



**Table 3.3. Breakdown of Questionnaire about Students' Activeness on X**

CONCEPT	INDICATOR		ITEM	SCALE
The user activeness can be defined by the number of online behaviors (i.e. sharing contents, comment interactions, view and follow behaviors) (Wu, B., Mei, T., Cheng, W.-H., & Zhang, Y., 2016)	1	Sharing contents	2,3,4,6,12,13,14,19*	Likert
	2	Comment interactions	5,7,15,19*,20	Likert
	3	View Behaviors	1,8,9,11,17,18,19*	Likert
	4	Follow Behaviors	10,16,19*	Likert

Additionally, the questionnaire was distributed to the students firstly in Bahasa Indonesia in order to be easier to understand. Meanwhile, in analyzing the data, the researcher was judging the options using Likert Scale thus the researcher can differentiate students with high and low activeness intensity. The four options mean in detail as follows:

- 1: Strongly Disagree
- 2: Disagree
- 3: Agree
- 4: Strongly Agree

In conclusion, according to the respected theory by Wu et al. (2016), the data from this research can be interpreted as indicating high user activeness when positive responses are observed across all key behaviors: sharing content, engaging in comment interactions, viewing content, and following other users or content. According to this framework, these four behaviors collectively capture the full range of user engagement on a platform. Therefore, if students demonstrate strong participation in each of these aspects, the research results would reflect a high level of activeness.

### **3. Interview**

The semi-structured interview was used in this research to answer the second research question about the students' opinion about X. The interview was conducted for the selected five participants who had been relatively more active on X than the others. The rationale for selecting them was their intensive usage of X would enable the researcher to draw more insights regarding the research questions. Thus, the

more experience the participants have, the more insights they would have embodied regarding the potential of integrating the new tool in the learning context.

In this research, the interview was conducted by adopting several theories that have relevance to the objective of this research. The theories used in this research were:

a. Social constructivism

Social constructivism emphasizes the role of social interactions in the development of cognition. It suggests that learning is inherently a social process where individuals construct knowledge through interactions with others (Vygotsky, 1978). According to this theory, learning is a collaborative process, and individuals construct knowledge through their interactions with others and their environment.

b. Media ecology

Media ecology is a theory that examines how media environments influence human perception, understanding, and behavior (Marshall McLuhan, 1964).

### **3.6. Validity and Reliability of Instrument**

In conducting a research, it is a must for the researcher to check whether the instruments used are valid and reliable. As stated by Setiyadi (2018) that validity and reliability are important points to be considered in developing an instrument. Those two aspects cannot be separated regarding the measurement of the instrument. Validity and reliability were used to find out whether an instrument has achieved the criteria of good test.

#### **3.6.1. Validity of Writing Assessment**

Muijs (2004) defines validity as probably the single most important aspect of the design of any measurement instrument in educational research. It means that the validity of an instrument has to show how well that instrument measures what is supposed to be measured (Setiyadi, 2018). Therefore, the two types of validity below will provide evidence to achieve the validity of the test or assessment:

a. Content Validity

According to Brown (2000), content validity includes any validity strategies that focus on the content of the test. To demonstrate content validity, the researcher assessed how well the test represented the content it was designed to measure. This involved using data from the syllabus to judge the degree to which test items matched the test objectives or specifications of caption text. The researcher examined the assessment based on the learning objectives stated in the teacher's syllabus to compose the material and activeness. Additionally, the assessment given to the students was based on the indicators in the syllabus.

b. Construct Validity

As Brown (2000) cited from Brown (1996) said that the general concept of validity was traditionally defined as "the degree to which a test measures what it claims, or purports, to be measuring". The construct validity of a test should be demonstrated by an accumulation of evidence. It means that the test items or tasks should be written based on the theory of what is being tested (Nurweni, 2018). She also states that the theory of language skills which involve language aspects are used by the teacher as bases to develop task to assess students' language proficiency. In this research, the researcher designed the test based on the theory of writing. The researcher used the scoring system arranged based on the theory from Jacob's (1981). Furthermore, both of the instruments had been checked by English teacher at SMAN 1 Pringsewu.

### **3.6.2. Reliability of Writing assessment**

Since the instruments used in this research were in the form of writing assessments, the researcher planning to use *inter-rater reliability* to see the consistency of the test. It means that there were two raters who examine the test independently. Hence, in this research, the researcher collaborated with the English teacher to assess students' writing based on the writing aspects proposed by Jacobs et al. (1981). In this case, the first rater was the researcher and the second rater was the English teacher at SMAN 1 Pringsewu. Then, the result from both raters were compared to determine the reliability. To measure how reliable the scoring is, this study used *Rank Spearman Correlation* with the following formula:

$$r = 1 - \frac{6(\sum d^2)}{N(N^2 - 1)}$$

Note:

r : reliability

d : difference of rank correlation

N : number of students

1-6 : constant number

(Hatch & Farhady, 1982: 206)

After finding the coefficient between raters, the researcher analyzed the coefficient of reliability with the standard of reliability below:

- a. A very low reliability (range from 0.00 to 0.19)
- b. A low reliability (range from 0.20 to 0.39)
- c. An average reliability (range from 0.40 to 0.59)
- d. A high reliability (range from 0.60 to 0.79)
- e. A very high reliability (range from 0.80 to 0.100)

(Arikunto, 1998: 260)

Based on the standard of reliability above, it could be concluded that the writing assessment should be considered reliable if the assessment reached the range of 0.60 to 0.79 (high reliability). Consequently, the explanation that follows shows how reliable this research is.

### **3.6.3. Validity of Questionnaire**

#### **a. Content Validity**

Content validity is the extent to which a test measures a representative's sample of the subject matter content. The focus of the content is the adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982). To get the validity of the questionnaire, the researcher arranged the materials based on the indicators from Wu et al. (2016). The researcher was also consulting with her advisors to get the questionnaire test examined to make the test looked right, and the instructions are easily understood and not misleading.

#### b. Construct Validity

Based on Setiyadi (2018), construct validity requires measuring an instrument with several indicators in measuring an aspect or construct. In other words, if a measuring instrument has aspects that were measured by several indicators, then similar indicators must be positively associated with one another. Thus, in making the questionnaire, the researcher refers to the indicators that being elaborated above (sharing contents, comment interactions, view and follow behaviors) which deliberately refers to the students' activeness on X. Therefore, it can be concluded that the student's activeness questionnaire has reached construct validity.

#### 3.6.4. Reliability of Questionnaire

Dealing with the reliability of the questionnaire, the researcher used Statistical Package for the Social Program (SPSS) version 21; an analysis of item reliability will be determined through the reliability coefficient test; Reliability Alpha Analysis. High and low reliability can be known by a value called the reliability coefficient, ranging from 0-1. If the Cronbach alpha value is closer to 1, the reliability value will be good, and the level will be higher. The criteria of reliability as follow:

**Table 3.4. Reliability of the questionnaire**

<b>Reliability</b>	<b>Ranges</b>
very low	0.00 – 0.19
low	0.20 – 0.39
average reliability	0.40 – 0.59
high reliability	0.60 – 0.79
very high	0.80– 1.00

#### 3.7. Research Procedure

This research was done by conducting several steps as follows:

##### 1. Identifying of problem

The researcher observed students and had some interviews with one of the teachers in SMA Negeri 1 Pringsewu to identify the problem.

## **2. Selecting materials and instruments for the research**

In selecting materials and instruments for the research, the researcher had some moments analyzing some materials from books and the internet.

## **3. Determining the population and selecting sample**

The population of this research was the students in the twelve grade of SMA Negeri 1 Pringsewu. The researcher will be using a purposive sampling with the criteria that they have to own a X account and currently active on using the application.

## **4. Making writing assessment and the criteria for the questionnaire and interview**

In this research, the researcher used a close direct questionnaire. The questionnaire firstly delivered in Indonesian language. There are 20 items of the questionnaire with four alternative options. While for the writing assessment, students are required to write a caption text consist of minimal three sentences.

## **5. Checking validity and reliability of the test**

To get the validity of writing, the researcher arranged the materials based on the English curriculum and the standard competence in a syllabus for the second grade of senior high school students. In the other hand, to get the validity of the questionnaire, the researcher arranged the questions based on the indicators from Wu et al. (2016).

Meanwhile for the reliability of all the research instruments, the researcher used Statistical Package for the Social Program (SPSS) version 25 with Cronbach alpha value as the main parameter. Additionally, for the writing assessment, inter-raters will be joined the research to examine the reliability of the test.

## **6. Administering the questionnaire**

The questionnaire was conducted to see the students' activeness on X. The students had to answer the whole question individually. If they found some difficulties in understanding the question, they might ask the researcher.

### **7. Analyzing the result of the questionnaire**

After collecting all the questionnaires, the data would be analyzed by paying attention to the criterion of the questionnaire.

### **8. Administering and scoring the writing assessment to the sample**

The test was conducted to measure students' writing proficiency. Here, the researcher used a material on caption text.

### **9. Analyzing the test result**

After scoring the test, the data were analyzed by using the SPSS software program.

### **10. Conducting an interview**

The interview was conducted after the writing assessment and questionnaire are done. It aims to determine the students' opinion towards X and its influence to their writing proficiency.

### **11. Analyzing the data**

In quantitative data, after analyzing the two variables between students' activeness and writing assessment result, the next step was to analyze the relationship between the two variables by using Statistical Package for Social Sciences (SPSS) software program. Also, the researcher then analyzed students' answers from interviews.

Those are how the researcher gather the data to be tested for the research.

## **3.8. Data Analysis**

In answering the first research question, the researcher analyzed the quantitative data using Correlation in SPSS (Statistical Program for Social Science) 25 version. The test result would be in the form of score or interval data. After getting the result, the researcher analyzed the correlation between students' activeness on X and writing assessment score.

Moreover, to answer the second research question, the interview was applied as the instrument to find out the students' opinion about X and how it affected their English writing proficiency. The interpretation was used to make a description of the whole result.

### 3.9. Hypothesis Testing

The researcher used descriptive quantitative analysis to measure the hypothesis, and the data were correlated by using Pearson product-moment Correlation to investigate whether there was any correlation. The formula for testing the hypotheses of this research is as follows:

$$r_{xy} = \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{\{n \sum x^2\} \{n \sum y^2\}}}$$

Notes:

$r_{xy}$  : product moment correlation coefficient of variable X and Y

N : the number of sample

x : the students score in activeness on X questionnaire

y : the students score in writing assessment

$\sum xy$  : the sum of multiplying of the activeness on X and writing assessments' score

$\sum x$  : the sum of activeness on X scores

$\sum y$  : the sum of writing assessment scores

$\sum x^2$  : the sum of activeness on X scores square

$\sum y^2$  : the sum of writing assessment scores square

The criteria used to conclude the hypothesis testing as follows:

- a. H0. There is a significant correlation between the activeness on X and students' writing proficiency if  $\rho$  value  $< 0.05$ .
- b. H1. There is no significant correlation between the activeness on X and students' writing proficiency if  $\rho$  value  $> 0.05$ .

Those all that needs to be covered in this chapter: research design, population and sample, variables, data collecting technique, research instrument, validity and reliability of the instrument, research procedure, data analysis, and hypothesis testing.



## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusions of the research and suggestion based on the data presentation and analysis from the previous chapter. This chapter is divided into two parts: conclusions and suggestions. The suggestions are proposed for teachers and for other researchers who are going to conduct similar research.

#### **5.1. Conclusions**

Based on the data analysis and discussion in Chapter IV, it can be concluded that there is a correlation between students' activeness on X and their English writing proficiency at SMAN 1 Pringsewu. Therefore, according to the result of the research that had been conducted, the researcher summarized that the students' activeness on X has a positive correlation to their English writing proficiency. It means that students who have been accessing X actively tended to have better proficiency in English writing rather than students who have not been accessing X actively.

Furthermore, considering the strong positive feedback from the respondents, it is reasonable to conclude that students generally had a favorable view of Twitter and its influence on their English writing proficiency, despite any minor issues or challenges that may have occurred. The overall positive responses indicate that, while some obstacles might have arisen during its use, students still recognized the platform as an effective tool for improving their writing skills. This suggests that Twitter plays a meaningful role in enhancing students' English writing abilities and is viewed as a valuable resource in their learning journey.

#### **5.2. Suggestions**

Based on the conclusions above, the writer proposed some suggestions concerning the research findings as follows:

**a. For Further Researcher**

For researchers interested in exploring the correlation between activeness on X and students' English writing proficiency, along with their opinions of learning through the platform, this researcher would like to give several suggestions:

1. It is crucial to approach the study with a robust and adaptable methodology. The environment in X is dynamic with various features that could be utilized to further expand the learning experiment. Therefore, it is important to explore the platform in order to prepare the suitable learning method to conduct there.
2. Be mindful of platform changes that may affect user behavior; ongoing monitoring of X's features and policies is necessary to maintain consistency in data collection and analysis.
3. The researcher expects this research will be useful as a reference to the next researcher who is interested in undertaking a similar study and perhaps with other skill-achievements.

**b. For Teacher**

Based on the research findings indicating a significant correlation between students' activeness on X and their English writing proficiency, along with students' positive opinions about the platform, teachers are recommended to:

1. Leverage X as an educational tool. Encourage students to engage actively by participating in writing prompts, discussions, and collaborative projects on X. Use it to facilitate real-time feedback and peer review, fostering a community of practice that enhances writing skills and incorporate diverse topics and multimedia elements to maintain engagement and cater to various interests.
2. Acknowledge potential challenges, such as online distractions, and provide guidance on navigating these effectively. By integrating X thoughtfully into the curriculum, the researcher expects students' able to enhance their writing abilities and capitalize on their positive attitudes toward learning in this digital environment.

**c. For Society**

Acknowledging that X positively influences students' English writing abilities and that students generally perceive it favorably, society can support this by:

1. Fostering a conducive environment for educational use of social media. Community members, including parents and organizations, can encourage responsible and constructive engagement on X, promoting it as a tool for learning and self-expression.
2. Other social media platforms such as Medium and Threads were also recommended to be further utilized in order to enrich the learning medias.
3. Highlight the educational benefits of using social platforms for language development, and support initiatives that integrate social media literacy into educational programs. By recognizing the value of digital spaces for learning, society can help create a positive atmosphere where students feel encouraged to improve their skills and engage meaningfully.

This final chapter has presented the conclusion from this research that was conducted to analyze students' activeness on X and their English writing proficiency. Moreover, the suggestions above can be considered to conduct better further research in order to leverage social media platforms (especially X) as an educational tool.

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