

CHAPTER IV

FINDINGS AND DISCUSSION

After completing the investigation, the researcher produced the results and discussions in this chapter. The consequences of the findings discussion for the whole study effort are critical. The discussion's goals are to provide a response to the issue description as well as an overview of the findings from the relevant theoretical review.

A. FINDINGS

The data for this finding's analysis came from interviews and story frames with 3 respondents 1 (R1), 2 (R2), and 3 (R3). The researcher used interviews and narrative frames to acquire information about respondents' beliefs and experiences regarding how utilizing social media affects writing ability. The respondents filled out a narrative frame, and the researcher asked them a total of twelve questions. Three research issues must be addressed in this study. The first discusses how experiences impact one's ability to write when utilizing social media. The second asks what kinds of social media platforms the respondents use to get influences for their writing. The third concerns how social media affects or functions their writing abilities.

1. The Experiences of EFL Using Social Media that Influence Their Writing Abilities

The respondents' experiences with social media varied; the majority of them utilized it for entertainment, study, and work. Since the responders are EFL students and social media usage has become valuable for studying during the

COVID-19 pandemic, when all activities have been moved online for nearly two years, they must be extremely familiar with an extensive number of social media platforms. The finding about how the respondents' experiences of social media affects their writing abilities can be summarized in this way.

Based to the respondents, social media played a crucial part in their lives and cannot be dismissed. There are several parallels and divergences in the experiences of every respondent. In particular, as EFL students, this is requesting that social media, which is highly dependent on their individual lives and have had a positive impact. The respondents explained how their experiences and feelings were similar and it can be underlined that social media : a). Experiences with unconscious learning, particularly in writing skill b). Experiences for entertainment., social media can be a great way to pass the time while learning something new. c). Intentionally, social media did them communicate easily to the international / English users by introducing them to new words.

a. Experiences with Unconscious Learning, particularly in writing skill.

Since no one there speaks Indonesian and social media users typically communicate in English, R1's experience is that she used social media mainly for a good time. This is particularly relevant considering that he is a Kpop fan or an international fan. She also obtained a word from that which seemed appropriate for what was at the moment while having multiple meanings.

Like what she told:

"Since informal terms are more short, straightforward, and brief than formal ones, they are easier to understand. For instance, the word "since" might signify "because" in ordinary speech".

Based on the experience mentioned above, R1 has managed to acquire and apply 1 English vocabulary word; yet, its meaning varies based on the context. Another one, R2 stated that although social media was first utilized for fun experiences, many new lessons were eventually discovered through its use. This also relates to macro writing skills, which include developing and utilizing a variety of writing ways, such as specifically figuring out what the reader is thinking to make the writing easy to understand by employing rephrasing, recommend, reformat, revise from others writers. R2 said that:

“I found that social media greatly helped me with my work, interests, and education. I gain more experiences and information as a result”. (R2)

Based on her response, R2 has good experience with social media for her study, work and interest, and of course it is helpful for her writing ability. While another student.

These experiences of R1 and R2 related to the micro writing skill as a progressive gain in writing skill through the variety of speech or expression forms that can be employed to convey an idea in general. Daily practice, or experience with different phrasing or ideas ultimately enhances how well someone is able to write. This also related to the micro writing skill.

b. Experiences for entertainment., social media can be a great way to pass the time while learning something new.

The majority of respondents claimed that using social media was primarily for entertainment but however continued usage of the social media application

actually led to a number of advantages. They can be themselves and have fun to write about their thoughts and ideas on social media freely and . As a result, all respondents made similar claims about feeling more confident when using social media. In social media many people from far-off or foreign nations come together in one time, so necessitating online English communication as international languages It is easy to locate native English speakers on social media, and they may offer actual examples of how to use these platforms for connecting with others, particularly when it comes to writing. After reading quite a lot of bilingual writing from others writer or author, R2's experience learning to write starts. In the end, the application of writing can be transformed from unconscious reading experience into learning for the user.

R2 discovered actual instances on social media when this can significantly impact and even improve social media users' writing abilities.

“From enjoying reading (texts written by others) I can get to started to write and advance in terms of writing” (R2)

This was further supported by R1's experience, which showed that the Covid 19 pandemic's assistance allowed all activities to be shifted online. In the case of assignment or exercises, this even allowed for the technical modifications to be made while learning through the use of social media. These activities were completed slowly during the learning process, which influences writing abilities that may be used on social media, such as producing English tweets, WA stories,

IG stories, and captions. The user feels confident connecting with others, even if they are far away, for the reason this is an experience that is unique to social media.

“I’ve been able to speak English more effectively and have become more confident than other people who don’t use social media. Due to the COVID-19 pandemic, people have been interacting less frequently and searching for other effective forms of communication, such as in social media.” (R1)

c. Intentionally, social media did them communicate easily to the international / English users by introducing them to new words .

Social media is popular among young people and facilitates easy global engagement. This means that interactions on social media are more informal and friendlier compared to them would be in the real world, where one can converse with friends or use a variety of terms and words in a casual manner. RI told about her experiences:

“Since Twitter is so widely used, it goes without reason that more individuals in the West or who speak English use it more than those who speak other languages. You must therefore write in English whether you like it or not, which makes it a good opportunity to improve your communication abilities in the language whenever a new word is introduced”. (R1)

R2 also experienced this because social media is so simple to use, allows for the interchange of fresh knowledge and vocabulary from all over the world, and may be utilized for informal social media interaction.

She further said that:

“Someday there was an assignment in the form of paragraph writing and other assignments use English so i already know from Twitter first, which makes social media very important” (R2)

2. Kinds of Social Media that Have an Influence on EFL Students' Writing Ability

Responders use a range of social media apps to generate, communicate, archive, share, entertain, and interact with information. The respondents displayed superior writing abilities when using social media programs; in fact, it was feasible to discover that every cellphone had at least one or two social media applications installed. Respondents in studies of what is on social media that can increase their interest in learning told researchers that they find it more exciting, simple, enjoyable, efficient, effective, and motivating, especially when it comes to communicating in written English skill. Several social media platforms, such as Instagram, TikTok, and Twitter, are said to be capable of gradually improving respondents' English writing as EFL.

As a result, seemingly innocuous tiny actions that they undertake for fun can effectively assist learners improve their English writing skills. They can learn anything from social media without even realizing it. Social media has an advantage here because it is the ideal way for students to entertain themselves while developing their EFL's skill in this study.

a. Instagram

Students who engage via social media without personally meeting are drawn to it because they feel more comfortable being themselves and expressing themselves there. R1 mentioned that she uses Instagram as a social media tool to communicate with many people and express herself by publishing photographs or videos with a news description. She does, however, use Instagram as a platform for

learning while studying, especially when respondents are required to do it from home during the lockdown. Tasks are also completed online using this social media site. This is backed up by R2, who claimed Instagram is a social networking program she uses for no more than seven hours each day, and R3. She also claimed to spend five to seven hours every day on social media, primarily instagram.

Student R1 emphasized that:

“I was given the task of creating a topography on a canvas and then uploading it on Instagram, and I improved my English more and had less confidence than other people who don’t use social media for writing assignments on social media, like making captions, short texts on Instagram or on TikTok.” (R1)

RI said that she improved her English by creating a topography and then uploading it on instagram and wrote short text on instagram. All is helpful to develop her confidence in writing. This is a good practice in responding lectures’ task.



Figure 4.1
R1's Instagram Story



Figure 4.2
R1's Instagram Story



Figure 4.3
R1's Instagram Feed



Figure 4.4
R1's Instagram Feed



Figure 4.5
R2's Instagram Feed



Figure 4.6
R2's Instagram Feed



Figure 4.7
R2's Instagram Caption



Figure 4.8
R2's Instagram Caption

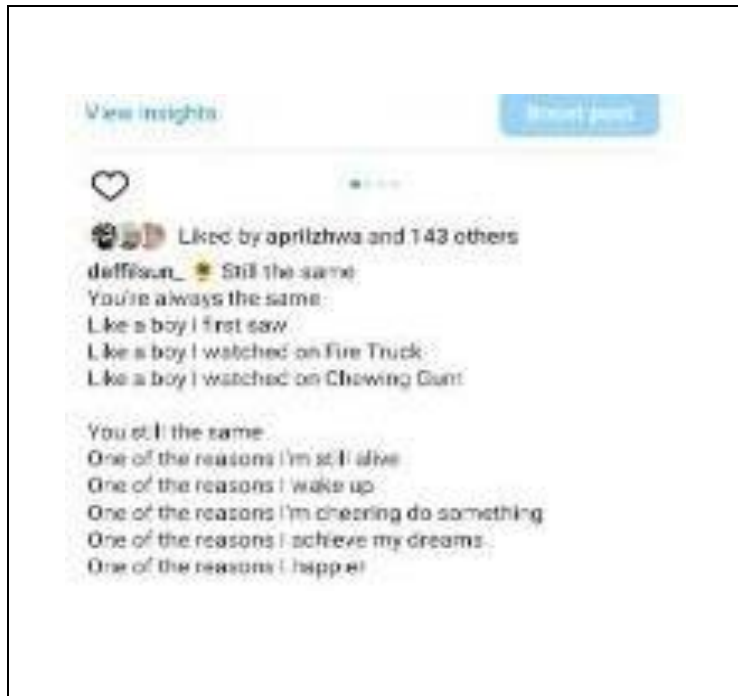


Figure 4.8
R2's Instagram Caption

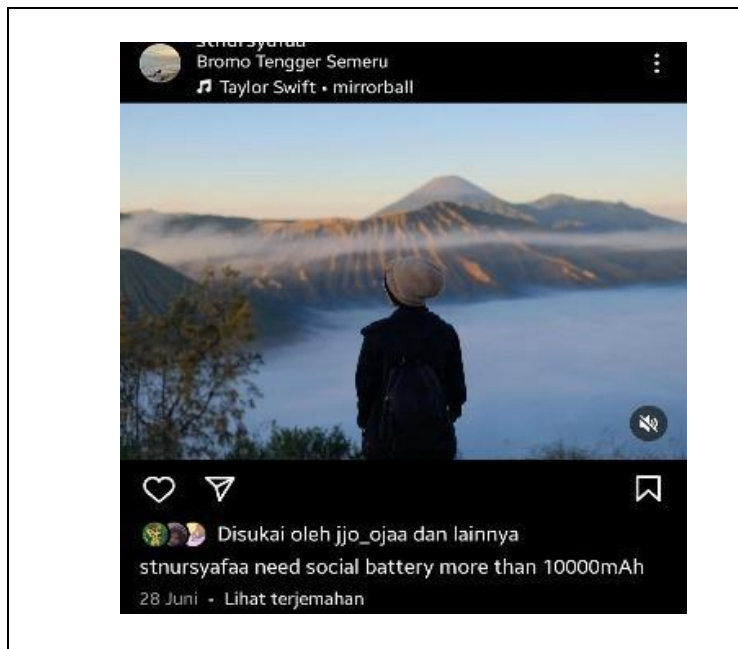
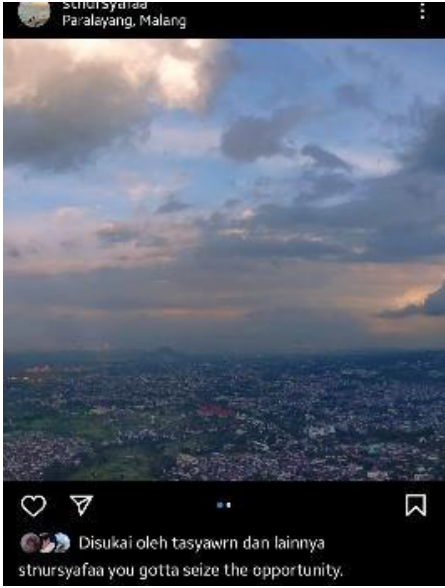




Figure 4.9
R3's Instagram Caption

 <p>stnrsyfaa Paralayang, Malang</p> <p>Disukai oleh tasyawrn dan lainnya stnrsyfaa you gotta seize the opportunity.</p>	<p>Figure 4.10 R3's Instagram Caption</p>
 <p>October 18, 8:45 AM</p> <p>Kamu Ending di g... juga di... a fact we'll be dorothica made me sad</p>	<p>Figure 4.11 R3's Instagram Story</p>
 <p>October 19, 8:45 AM</p> <p>a fact we'll be dorothica made me sad</p>	<p>Figure 4.12 R3's Instagram Story</p>

b. Tiktok

All respondents agreed that the TikTok app is popular for social media use. Using the Tiktok social media app, users must make and edit films relating to the subject matter in a creative manner, according to R1' experience she must then designed a graphic within the app, alter it in a similarly creative, attractive, and share it to Whatsapp.

As R1 stated that:

“We were asked to make several videos which contained predetermined English language material and then we had to edit them as creatively as possible, it's can be dancing or something else”. (R1)

Based on her comment above, R1 had experience that she made video of English material by composing first, then edit as creatively as possible.

The topic based on lecture's willingness

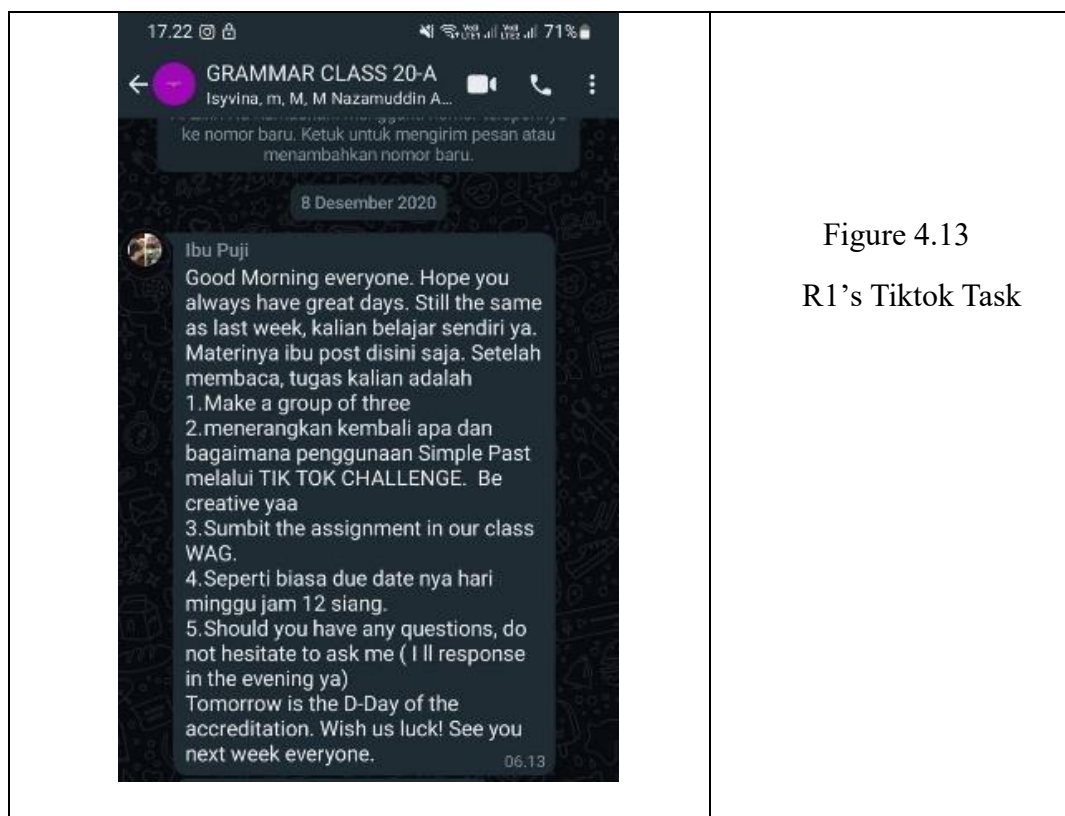


Figure 4.13
R1's Tiktok Task

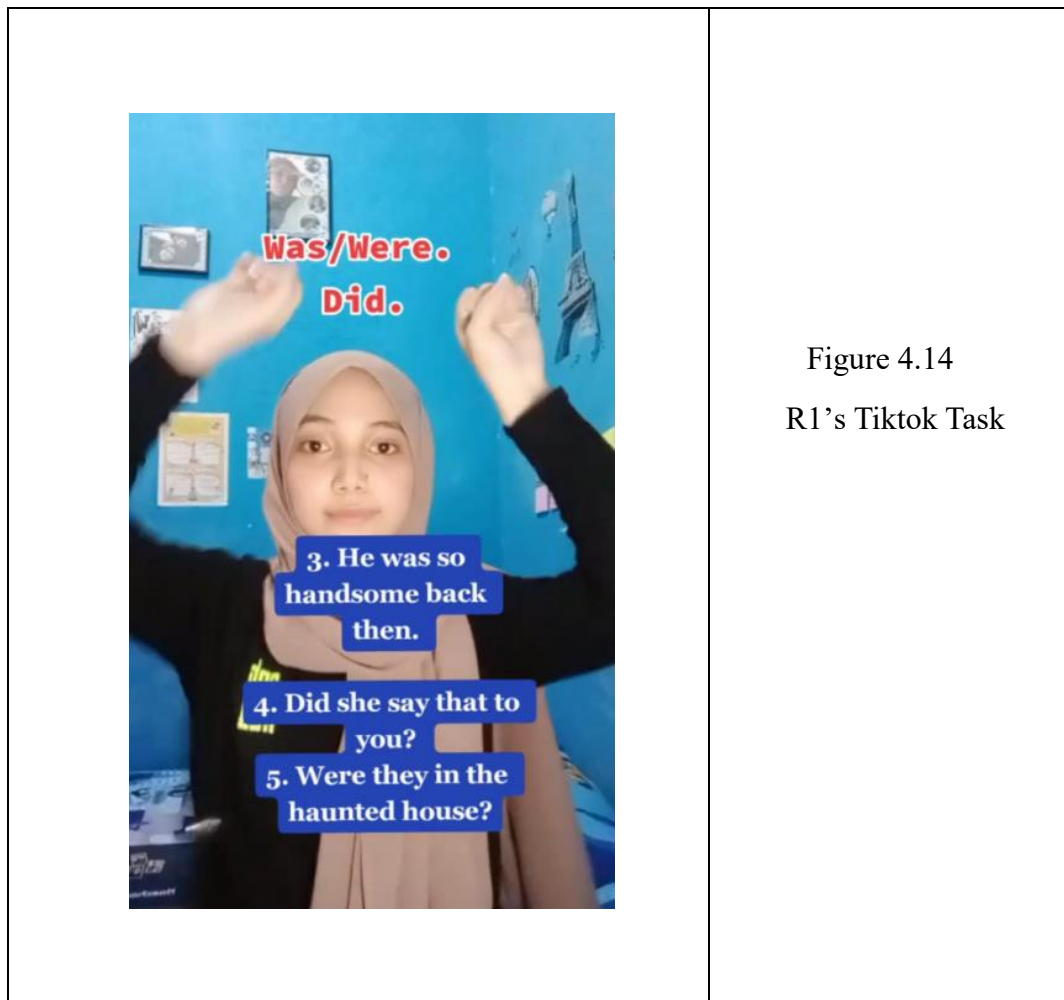


Figure 4.14
R1's Tiktok Task

c. Twitter

From all social media platforms. The app that is discussed and mentioned the most in this study is Twitter because the features of its "Tweet" feature, which allows users to share brief posts that are visible to everyone else on the network along with their thoughts and opinions. The word "thread" refers to continuous writing, and on Twitter, and also write large stories called "AU" that may be utilized as novels. All of these aspects assist with develop a practitioner of writing. See below, RI said that

“I first began using social media in previous years when i was junior high school or 13 years old because at that time social media influemced all the entertainment. At the time, I was experiencing i made a caption on instagram and a tweet on twitter” (R1).

RI said that when she was 13 years old, she used social media to get entertainment and made caption on instagram and a tweet. So, she knew social media when she was junior high school. Another student, R2 has different opinion about experiencing in social media such as she got vocabularies, slang words as follows;

“I’ve been experiencing that I try to write fictional stories called AU (Alternative Universe) on Twitter. Because of that, I knew vocabularies, especially English slang words, and usually, it’s used on Twitter. So my fictional story doesn’t get stuck on only one language.” (R2).

R2 used twitter by writing with vocabulary which has been known by getting fictional stories of alternative universe on twitter. This students has good motivation to develop her ability in writing through fictional stories writing practice.

Student R3 has experience in academic writing, as stated below:

“Social media, specifically Twitter, truly influences me to write in English because I can see how to type well, reach cool happens in text, and understans the joke because sometimes jokes don’t make sense if the person can’t write well. So, this inspires me to write in academic journals or theses in along with social media so that the writing outlined in the thesis becomes connected.” (R3).

R3 stated that Twitter influence her more how to type well, understand the event, inspire her to write in academic journal. It has a good connection to support her writing outline.


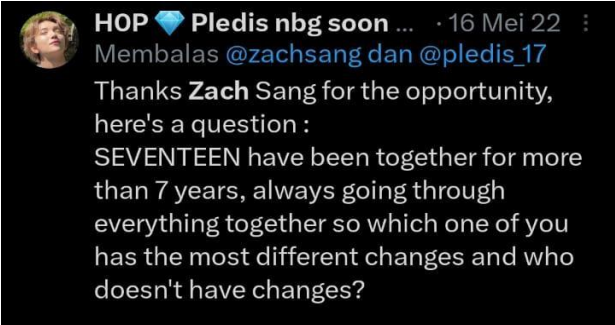

 <p>HOP 💎 Pledis nbg soon ... · 16 Agu 22 : Membalas @Variety dan @pledis_17 Please ask them, What is the first thing you do when you wake up in the morning?</p> <p>HOP 💎 Pledis nbg soon ... · 16 Agu 22 : Membalas @Variety dan @pledis_17 Please ask them, What is the difference between you when you first debuted and now?</p> <p>Matt Figdore @mattfigdore Trying to read in another language?</p> <p>This AI tool will change your life.</p> <p>Simply upload a document, and ask a question about it in any language.</p> <p>You'll get the answer, perfectly translated.</p>	<p>Figure 4.15 R1's Tweet Twitter</p>
 <p>HOP 💎 Pledis nbg soon ... · 16 Mei 22 : Membalas @zachsang dan @pledis_17 Thanks Zach Sang for the opportunity, here's a question : SEVENTEEN have been together for more than 7 years, always going through everything together so which one of you has the most different changes and who doesn't have changes?</p>	<p>Figure 4.16 R1's Tweet Twitter</p>
 <p>Blue Mermaid hidup lagi @... · 14 ... Membalas @bubblesariel FIKSI FIKSI FIKSI Ignore timestamps and typos ygy Please be a wise FEEDBACK JUSEYOO</p>	<p>Figure 4.17 R2's Tweet Twitter</p>



Figure 4.18
R2's AU
(Alternative Universe)
Twitter



Figure 4.19
R3' Tweet Twitter



Figure 4.20
R3'Tweet Twitter

From all the discussion above, related to R1 defined that she had first used social media in the 7th grade, or around 2013, when she created Instagram captions and frequently tweeted, as well as to using WhatsApp and TikTok. At the time, she used social media to satisfy her need for entertainment and to have fun. Similar

things happened with R2, who used Facebook as her first app when she was in elementary school. However, due to her curiosity and lack of knowledge about social media, she kept learning until she did, which forced her to try a number of the social media platforms that had the biggest impact on her are WhatsApp, Instagram, Twitter, and Tiktok that makes it easier when working, studying, hobbies or having fun with other users. R3 maintains that Twitter and Instagram are the social media platforms that she frequently highlights as having an influence on her. Initially, as a kpop fan, she used social media for entertainment reasons. She enjoyed searching Twitter and other social media platforms for news and updates about Korean stars, which were frequently translated into English. So, here to sum up that Instagram, Tiktok, and Twitter are the most mentioned in this study by their own experiences.

3. The Impact of Social Media towards Student Writing's Ability

Following the distribution of the respondents' experiences regarding social media use and how it related to their English writing skills, there are a number of noticeable impacts and challenges that the respondents faced when applying social media to their writing skills. The 3 responders' experiences as EFL students have had a lot with beneficial impacts, some of those being connected to accidentally skill gains that affect their writing abilities. The impact and challenges could develop students' mastery in writing through using social activity in the right way. Time study and motivation to enhance writing development through social media the would be the strategy for students of English department.

a. Gain additional vocabularies

They are able to learn an important number of new vocabulary from social media, which means that when they try to read the writing of native English speakers or other users from overseas nations (captions, stories, tweets, and etc.), they do not lack the scientific vocabulary that is their foundation and main basis for developing their ideas and imagination in writing. It is shown by this that formally or in the academic setting world. All of this impact can be applied to writing tasks like assignments in class, journals, essays, and even theses. Because having a lot of new and different vocabulary is really needed even when writing a thesis. R2 stated that she can get vocabulary via learning social media, such as:

“The English vocabulary on social media uses slank, a language of abbreviations, which sometimes I just found out about. I excel by finding out words, usage, abbreviations.” (R2)

“I just found out about. I excel by finding out words, usage, abbreviations, for example ASAP, TBH, ANW, so I read a lot of English, then find out the meaning” (R2)

The diction in learning English via social media such as slank, abbreviations, which sometimes R2 just found out words, usage, abbreviations, and find out the meaning. Those all very good in self study to support writing ability for students.

Another students, R3 said that about study hours on social media and her activity for enjoying learning time a day. She realized that she is an EFL student which English is not her first language. Everyone would have different time in using social media for learning activity. It would be clear as her story in interview result, as follows:

“I spend about seven hours a day on social media, mostly on Twitter. Five of those hours are spent searching for news, reading Aus, or engaging in bilingual narratives. From there, as an EFL student, I may develop my writing abilities by adding new language and concentrating on both my reading and writing abilities.” (R3)

R3 said that she spent time about seven hours a day on social media, mostly on Twitter. Five of those hours are spent searching for news, reading , or engaging in bilingual narratives. From there, as an EFL student, she may develop her writing abilities by adding new language and concentrating on both her reading and writing abilities.

b. There are real-life examples and models to emulate.

The comprehension of wrting English is impacted in another way. R2 stated that she tries to figure out the content of the sentences she reads, regardless of whether they are written by other authors or users. This gives her a feeling that there are excellent role models available to aid in her writing, even though the majority of them employ slang. Since people on social media, particularly international users, attempted to assist if a written question is unclear. This demonstrates that in addition to role models, there are also implicit educators on social media. In relation to the R3’s explanation, social media not only makes it simple for users from all over the world or among users from other countries to interact or communicate using written English, but it also gives users a place where they can do so. If one ask other users for clarification on something they’ve written and they enthusiastically respond, it can also understand that social media makes it easy for users to interact or communicate. As an EFL student who utilizes English in the

classroom on a daily basis, they can assist friends who are unsure of what constitutes proper English usage. This has made social media popular among a large number of people as, in addition to being a source of entertainment, it allows them to help and benefit those around them. As R3 further said that:

“I studied in the English department from the start, sometimes I didn’t understand English, by reading and writing a lot, I could find out my friends wrote the spelling wrongly, it wasn’t quite right, there were sentences that weren’t good, there were sentences that were better. I know everything from Twitter, such as polite or scientific sentences used in answering exercises from lecturers.” (R3)

Her response shows that her struggle in learning English from the beginning by understanding, reading, writing, check spelling, and how to make polite sentences from Twitter. Finally, she could answer exercise from the lectures. While R2 shows that her strategy in understanding English for developing writing by reading bilingual material in social media in English through Twitter and talking in English as follows:

“I became more accustomed to combining languages for facts because my reading is done in English, the social media I use is also in English, and my friends there don’t communicate in pure Indonesian. I read bilingual writing on Twitter and start writing by modeling other authors.”. (R2)

R2 said that she learnt English by reading and remodeling her writing from others’ writer much on Twitter.

c. A spot where people feel more comfortable being who they are.

Social media is one of the finest ways to contact with lots of people without physically meeting them since it allows people to communicate and interact almost anywhere, anytime, and with anyone—even introverted or low self-confidence

people. R2 said that interacting with English speakers on social media gave her greater confidence since she did so in a fun and informal way. She could communicate without worrying too much about grammar, as long as the person she was communicating understood that.

Student R1 said that by utilizing social media, she felt more confidence, as follows:

“Compared to others who don’t use social media, I improved my English there and gained more confidence in utilizing it.” (R1)

While R2 explained that her feeling on social media was more confident, this is her expression below:

“I’m more confident when I communicate on social media since I know a lot of English from there and don’t have to worry about grammar. That doesn’t mean I ignore it, however.” (R2)

R2 emphasized that she was more confident when she communicated on social media in good grammar by obeying the rule of grammar

d. Frequent smartphone use combined with individualism

The use of social media could be mobile for a long time continuously. Social media is mainly accessed through cellphones. People choosed to spend all of their time on their cellphones and ignore their social surroundings if accessing social media requires using cellphones. R1 highlighted the detrimental effects of social media use, including the promotion of individualism. She thought to less use of social media or just use social media in important thing so she can more socialize with others. This is based on R1’s statement that she was sure that by handling

phone too often, one would be anti-social with others and it needs a lot of money to buy quota internet. Here is her response:

“Writing too much and staring at your phone too much instead of engaging in actual social interaction makes you anti-social and less likely to socialize with others. For instance, a lot of young people these days would rather talk than get phone calls. You will become more and more dependent on people or cellphones as an EFL learner. Thus, a large sum of money is used to purchase quotas.”(R1)

This answer explains that R1 reminded that writing and staring too much on phone affected social relationship. One would become more and more dependent on people or cellphones as an EFL learner. Thus, it needs more money to buy quotas.

e. Improper grammar that is increasingly common in informal writing

R2’s experience also explained why most people who use social media do so with non-standard or informal language (Slang Words). This calls for her to be proficient at identifying what is good or terrible in writing but also can be impact for bad writing, either as an EFL student or as someone who is still learning. R2 attempted to resolve the issue by learning or searching the definition of the phrase so that she can comprehend and utilize it appropriately while composing sentences when it is read by other users. In addition to social media, which is full with slang terms, it is simple to discover improper grammar used by individuals there. R3 avoided this by first determining if other users also use the grammar she does; if not, she would not use the text. But if she locates concrete examples on social media, particularly Twitter, she wrote or tweet what she desired.

This is in line with her experience as an example:

“The bad thing , i have an ungrammatical English writing.” (R2)
“I just found out about. I excel by finding out words, usage, abbreviations, for example ASAP, TBH, ANW, so I read a lot of English, then find out the meaning” (R2)

Based on her response above it seems that R2 is sure, she tries to do the best in writing ability by look for the slang words. Part of good writing is grammar. She realized that she had problem with grammar as she said below that. Supported by R3’s story that:

“The bad things of social media for my English writing is I remembered the first time I saw the written text but I can’t correct the grammar by myself so that I rarely type caption by English (just too afraid to do wrong.” (R3)

R3 continued that she ever had felt guilty when she could not correct the wrong grammar in writing the text. In another opinion, R3 stated that:

“If individuals on Twitter don’t write frequently or don’t reply to my writing in a way that aligns with my writing, then there is something obviously wrong with my writing, in my perspective. Making sure everything is stated correctly in terms of grammar is the method to go about doing this. I don’t tweet with Twitter because of this hesitation.” (R3)

By writing frequently in Twitter, she felt there is a challenge and lesson to write in twitter correctly. She would be ashamed, if her writing is incorrect grammar.

B. DISCUSSION

The aim of this study is to examine the various varieties of social media experiences, different types of social media applications, and the effects or repercussions of using social media on the writing abilities of respondents. A description of the results is given in this section. In addition to conversations and experiences from interviews, narrative frameworks are used. The results were

shown to have theoretical support from a number of theory-related claims. The organization of this section is based on research questions, including: 1) What are the experiences of EFL using social media that influence their writing abilities? 2) What are the social media applications that have an influence on EFL writing abilities? 3) How impact do EFLs' writing abilities when using social media?

1. The Experiences of EFL Students in Using Social Media that Influence their writing abilities

a. Experiences with unconscious learning, particularly in writing skill.

The incorporation of social media innovations enhances learning engagement, contribution, and writing/literacy growth (Zheng, 2013). In contexts of learning, these media can improve teacher or student connection and provide an atmosphere for “communication” (Williams, 2012). Each respondents shared their personal experiences of how social media truly offers specific impacts for their writing skills. The more they see and read other users' writings the more increase their skill. Social media platforms where individuals connect from faraway regions and are required to do so in English interaction, so the sooner they started to try to add and write their own opinions, ideas, captions, comment, or responses to other users' English writings. Based on the outcomes, they would undoubtedly learn from this experience, particularly as EFL students, which is crucial to advancing their English language proficiency, particularly in writing.

In line with Tiffany (2019), Tohara (2021), Vinnie (2021), and Yustika (2020), social media appliances additionally serve as an effective instrument for raising the interest of learners. As a result, just as social media platforms have

drawn focus from hundreds of thousands of users worldwide, they can also do the same for students during the learning process.

The example from respondents' experiences that they can pick up a range of new terminology on social media because they are likely to be impacted by the language used there. The respondents discovered that while they had never used any of the terms previously, they could understand their meaning after utilizing social media. In one way, social media can teach them a number of new words. For instance, R1 discovered that, prior to utilizing social media, she could only use the phrase "Since " to communicate about the start of action. However, after looking through and attempting to understand what she could find on social media, she was able to use "Since" as "because" and two more words that can be used to express disbelief. Even grammatical combinations of these terms are possible. This may indicate that the participants comprehend different speech patterns can be employed to communicate specific meanings. This relates to one of Brown's (2004) microwriting competencies that use many structures of language to convey the same concept.

b. Experiences for entertainment., social media can be a great way to pass the time while learning someth

Since the fact that all respondents were EFLs and that the Covid-19 pandemic caused them to spend almost two years interacting socially online, social media gives students access to invaluable learning resources at any time and from any location. As a result, they undoubtedly had more experienced social media applications than many students who came after them. They have a lot of

communication options as a result of social media, which can both improve the having fun experience or entertainment and encourage students to take part in the many learning and activity opportunities the platform offers. Social Media assisted foreign language learners on how languages are learned and helps students become more proficient.

An entertainment comed as the main reason for social media use around all respondents. People can study while amusing themselves as long as they use social media, which has a wealth of knowledge, information, and learning opportunities. As an illustration, consider the experience of respondent R3, a kpop fan from abroad who must search social media for news and updates on his idols. However, due to the global usage of social media, occasionally the information is still in Korean and translated into English. Finding direct information about Korean idols through Indonesian is a challenging task. Because of this, the responden was discouraged from attempting to read and comment in English on social media and instead want to spend time learning the language. She attempted to comment in English and inadvertently learnt how to read and write it while having fun as a K-pop lover.

According to research by Whiting & Williams (2013) Reading comments is the most interesting aspect of social networking. Technological, gaming, k-pop, politics, humor, games, education, health, economics, self-improvement, cuisine, travel, etc. Are some of the themes that may be found when reading comments on social media. Researchers discovered that the social media comments feature influences two uses and satisfactions on the platform: knowledge and

entertainment. Due to its primary role as a means of obtaining information and enjoyment, social media has become incredibly popular throughout all age groups. Some of the information topics above can add experience, knowledge, learn something new.

c. Intentionally, social media did them communicate easily to the international / English users by introducing them to new words

Since they are foreigners learning English, all responders are EFL students. By their interactions with other users of social media from various countries, students are being trained to speak English. There is little doubt that they learned a wide range of new words for EFL. On social media requires them to become English speakers because there the use of English is very easy to find, especially since the language used is also non-standard language/informal or English that is usually spoken by friends of the same age.

According to research by Chotipaktanasook (2016) on social media use in foreign language instruction, students picked up vocabulary for foreign languages more quickly and easily because they are exposed to a variety of media. This is because social media offers students access to the newest and most engaging features. They typically utilize and enjoy it. Furthermore, studies by Arif (2019) shown that students' use of social media can enhance their English language proficiency through exposure to a wider variety of social media content, which in turn motivates students to further their foreign language proficiency.

2. Kinds of Social Media that have an Influence on EFL Students' Writing Abilities

In addition to the features that offer comfort and convenience to social media users, the abundance of social media applications has piqued users' attention. Appearing in interviews and within the narrative framework, the three respondents gave statements regarding various social media application types. According to the respondents, they had also been using social media for years ago, even before to the Covid-19 outbreak, when there had been a significant surge in social media use. A number of applications, including Instagram, Tiktok, and Twitter can be discussed below as a result of this finding.

a. Instagram

R1 taked Instagram to express what she thinks through uploaded photos and videos, which are commonly accompanied by captions. She found it enjoyable to share her emotions with other followers or friends through writing or captions. The respondent claimed that Instagram was the social media platform that she was initially utilized in 2014. With over 300 million regular users, Instagram is presently among the most widely used SNSs (Social Network Sites) worldwide, according to Kelly (2015) Instagram allows users to share single photos or videos along with a caption on their profile; every day, certain 70 million new photos and videos are uploaded. Consequently, Instagram appears to offer the perfect setting for L2 learners or EFL to generate a description writing (Prichard, 2013).

Every respondent mentioned that they often interact with a big number of people on Instagram, a social networking platform that allows them to share photos

and videos, publish updates in real time, upload stories, and leave comments. At first, they were not familiar with writing captions, comments, or uploading stories in English. However, as a result of their large following and t other people's accounts, they found the platform to be great and began attempting to write their own versions.

Because Instagram is so easy to use and enjoyable, people are unintentionally entertained and learn from other Instagram users. In Instagram many new vocabularies they get on Instagram from others users, they can increase their confidence to write what they want.

Related to Shazali et al.'s (2019) study, Instagram can boost students' enthusiasm, enable them to become more skilled authors, and even broaden their vocabulary. She also mentioned students can convey their emotions and be inspired to write properly by using a variety of words. One of the hardest things for students to do is start writing since they don't know what to write about (Fhonna, 2014). However, Instagram has a lot of contributes that teach English, allowing students come up with ideas or find motivation for their writing. They can improve their grammatical range, create sentences, and expand their list of words by reading much and composing Ig captions. Akhiar et al. (2017), Rinda et al. (2018), and Almalki (2019) all corroborate this conclusion. In addition, they felt honored and more comfy when they used English throughout the description (Gonulal, 2019).

b. Tiktok

When the Covid 19 outbreak began a few years ago, TikTok became a very popular app among prenatal users. Since this application gave EFL respondents at the time the chance to study as well. Everybody can interact on Tiktok by sharing brief videos and exchanging thoughts via the comments section of the platform. R1 said that she had been handed a brief video assignment with content in English by the lecturer. The respondent would have the freedom to use her creativity to alter it in the most engaging way possible there. TikTok is not only entertaining, but it can also be an enjoyable educational tool.

Thinking creatively, imaginatively, and actively is necessary for writing well. In addition to showing videos, there is a writing-focused comments component that enables users to communicate, share ideas, opinions, and feedback, as well as participate in answering-based activities. As a result of taking part in discussions, offering suggestions and critiques, and getting feedback, users can enhance students writing abilities. When TikTok videos that were viewed. Users made an effort to read and comprehend the context's contents. Once they are in common they may discuss and share their thoughts in the comments section, and others can also engage in discussion on the subject. People can confidently and openly share their views using this suggested its purpose.

One the basis to the Tiene's (2000) research, that students can actively participate in issues at their comfort and express themselves more clearly, professionally, and structuredly when they use social media for textual communication. Corresponding to this, Deng and Tavares (2013) discovered that

students' engagement in online topics may stimulate in them the capacity for conversation and intellectual curiosity. Following to a Purcell, Buchanan, and Friedrich (2013) survey of 2,462 educators, using social media platforms and communicating with on mobile devices may assist students write more effectively because online applications encourage students to write in a variety of ways and allow for more imaginative and individual opinion.

c. Twitter

Nowadays, Twitter eventually emerged as the most popular social media platform up to this point for R2 believed that, aside from other apps, Twitter is the most well-liked and has had the most impact on writing abilities, because there is short text (tweet) or long (thread) writing is another unique feature of this application. Even now, there is also short fiction stories (like *Alternative Universe*) are being turned into novel by that application. Social media can be used for work, study, socializing, entertainment, news/information exploration, and a variety of other purposes due to its many features, which are easily accessible and unique in each application, Twitter is the greatest platform for sharing thoughts, emotions, perspectives, and comments. In addition, they have direct access to other Twitter users with whom they can communicate, exchange ideas, feelings, and even make suggestions. They can write anything they want and be more authentic in an atmosphere of comfort. When utilizing this social media, the numerous features that have been developed can lessen their sense of boredom. They are able to tweet, post comments, read and create Aus, Thread, exchange images and videos, and more. Like what that conforming to Hamid, Waycott, Kurnia, & Chang (2015),

Twitter looked to represent possibly the most effective choices for enhancing the ability to write because it may be tailored to students' passions, requirements, goals, and standards. Students as well can take part in a variety of connections on the platform, to confidential conversations to starting up discussions that encourage studying (Bista, 2015). It is crucial for students to strengthen their abilities to write in a foreign language; regarding reality, the incorporation of social media in the learning environment has assisted students become more well-informed, more inspired, and more self-assured in their ability to study EFL writing (Rosell-Aguilar, 2018). There was study stated that Said and Elfatah's (2015) study was to compare the ways of writing of learners who utilized and did not utilize Twitter to try to figure out if Twitter was any sort of effect on students' ability to write better. It had two types of groups with this investigation, and the findings indicate that the test group outperformed the control group when it comes to of grades as well as demonstrated growth in their writing abilities. This discrepancy could be explained by the treatment's impact, which is best illustrated by Twitter, an application that gives users access to fresh experiences and support from others. Additionally, since students can compose writings and descriptions on Twitter, especially due educators can monitor the way they write progress, the platform assisted students generate ideas through their tweets.

3. The Impact of Social Media towards Student Writing's Ability

Based on the distribution of respondents' experiences from interviews and narrative frameworks regarding the use of social media and its relation to their English writing skills, there are a number of real impacts and challenges faced by

respondents when applying social media to their writing skills. The following is the discussion:

a. Gain additional vocabularies

R2 has a hobby of reading long stories or novels, even on the Twitter application she wrote several fiction stories on Twitter. From there she got a lot of new vocabulary, especially casual language, and wrote fiction stories not only in one language, supported by R1 which she explained to framework that social media is very useful for her because she can better understand written texts and get some new information. Then she also stated that on social media there she got some new vocabulary. The same thing with the R3's framework that the good thing about social media is she got a new vocabulary and some casual language words which are rarely found in learning. A large number of respondents concurred with the idea that they would attempt to use a dictionary or like Google Translate to figure out the meaning behind a foreign language they are unsure of the meaning.

Furthermore, a lot of them stated that social media platforms like Instagram, Twitter, and tiktok might aid in improving their language proficiency. Dhanya (2016) did a research project that shows students can improve their ability to communicate through the variety of routes provided by social media. In summary, the outcomes highlighted mentioned demonstrate social media's beneficial effects on students' vocabulary progress.

b. There are real-life examples and models to emulate

On social media, we definitely met many people from various countries. This also requires that social media users communicate in English with each other.

The respondents agreed that on social media there are real examples that they can learn to communicate in English from other users. They can learn from what they see from comments, captions, Tweets, posts, etc. And then remember how they can use this as an example to communicate with other social media users. Of the many examples that they can follow, it can motivate them to try or recreate these real examples to help them communicate on social media, especially in writing. Where writing is the basic and main thing for interacting and communicating on social media

Alakrash & Razak (2019). Yaqin (2020) found that using social media into foreign language instruction may enhance students' enthusiasm and motivation, this is very interconnected to R2 revealed that the majority of her writing experiences came from social media, as it provides an easier way to access writers' samples and other author examples. Besides is this content readable, but it is also highly comprehensible, which motivates R2 to try writing. In addition R3 believed that other social media users' writing served as an inspiration for the style, organization, and vocabulary of their own writing.

The experiences mentioned above indicate that all respondents engaged in enjoyable activities beyond acquiring knowledge through social media, particularly in the area of writing. All respondents at first only used social media for entertainment or interest even R3 has a Korean fan, she had to keep up with the most recent updates on her idols or information from other international fans around the world in social media Despite this, they were able to learn from social media's abundance of features and simple to use interface. Their contented experience on

social media differs from traditional classroom studies. People from all over the world can develop relationships through social media writing, in addition to face-to-face interaction, which might be dull. This means research by Arif (2019) discovered that by providing students with a wider variety of social media content, social media can aid in the improvement of their English language proficiency while also motivating them to advance their foreign language skill.

c. A spot where people feel more comfortable being who they are.

Social media made all respondents being more comfortable and confident when expressing themselves and sharing information quickly, students who don't participate in class may also be actively involved in creating their own learning experiences, cooperating, creating, communicating, and interacting with other social media users. Social media is also easier to use and more profitable for those who feel closed off but can still be open with many people, even those across the entire world. This related that when social media is not used by others. R1 felt that her English has genuinely improved and he is more confident in it. Learning on one's own way; becoming more selfassured and proactive in realizing possibility; and being able to freely discuss and express opinions or study a partner. According to research conducted by Alakrash (2021) and Abd. Rozak & Krish (2021), students who possess an optimistic mindset are more likely to be enthusiastic learners. Additionally, students who use technology, such as social media, report that their mindset gets happier. Some people may find it difficult or intimidating to express their true feelings, however this need not exist when they participate in Social Media

d. Frequent smartphone use combined with individualism

Using a smartphone is required to use social media. People use mobile devices for longer periods of time the more frequently they use social media. This implies that individuals began to distance themselves from everyday life and choose to spend a lot of time on their phones. R1 felt that individuals prefer to chat these days instead of answering calls, and that using a phone excessively can make one feel lonely and make them avoid social situations. R1 thought that social media users such as individuals who are antisocial or individualistic are more reliant on their phones than utilization of social media affects internet consumption and comes with a quota that can occasionally cost users money.

It is matched that the disruptive behavior associated with cellular social media was referred to by Jarvenpaa & Lang (2006) as “engagement-disengagement” or “present-absent” conflicts. Fortunatti (2002) defines give a lack as the manner in which individual’s use of smartphones has altered how they appear in environments, leaving them just barely active in interaction with others “through consistency in their actual a manner, yet separation in unimportant a role”. Once someone gets so caught up in using their cellphone they begin to forget or avoid communicating with the persons they’re connected actually by, it is known as the “issue in current time away” Casey (2012). In simpler terms, “the identity, already glued with its gadgets, represents a transitional space among the actual world and its virtual reality” Turkle (2008).

e. Improper grammar that is increasingly common in informal writing

Social media users are in popularity because they connect with a large number of people with simplicity; at this point the people they meet may potentially negatively affect other social media users. The most prevalent language on social media is slang and unstructured language, which can be challenging for students—especially EFL students who want to improve their writing skills. Social media content is just what it is. People frequently come with writing that resonates with the context but has poor grammar structure. Slang usage might also lead to students studying informal writing more thoroughly than formal writing. R1 supported that one drawback of social media is that she cannot correct her own grammar structure when she try to compose texts, therefore she rarely types in English because she's too scared of making mistakes.

It is not totally accurate to utilize social media to teach vocabulary to students because of the manner that language is used on social media, and this could have an impact on other users. Furthermore, the overuse of online lingo like ASAP (AS soon as possible) and TBH (to be honest) would have a detrimental impact on official or formal English language. Additionally, it is not uncommon to witness individuals of social media using informal contractions— short versions of words—like that and other similar expressions. Writing and "correct speech" do not utilize colloquial slang. The informal forms used in writing may have an impact on learners. Swan (2017) reports that social media has drawn a lot of criticism for its detrimental effects on learners grammar and syntax.

As the final discussion, here is some conclusion that the aims of this research are 1. To find out the experience of using social media on EFL writing skills. 2. To investigate what social media applications are. 3. What is the impact of social media on EFL writing skills. The respondents reflected their positive experiences regarding the use of social media in their writing abilities. This can be clearly interpreted that social media has a useful and important role in influencing the development of their writing skills. There are several general descriptions from the respondents that they feel in their experience of using social media on their writing skills, namely; 1. They unconsciously learn about writing on social media. 2. Provide entertainment experiences while learning various new things. 3. Requires them to be English speakers, social media is a place where they interact with other users from various worlds which requires them to communicate in English. Apart from that, respondents told them things they don't like when using it, such as using cellphones for too long, spending money on quota, the language structure is not precise and is too steeped in informal language rather than formal language. From all the findings and discussions above, there are several social media applications that are often mentioned by respondents in this research, namely; (1) Instagram (2) TikTok (3) Twitter. Social Media which has been discussed through the experiences of the respondents can be underlined that its use has a significant beneficial impact and plays an important role in developing the writing skills of EFL students such as; (1) Adding new vocabulary (2) There are real examples that they can observe and follow and (3) A place where they are more confident.