Social Media "X" on Enhancing EFL Students' Writing Skills: A Study of Positive and Negative Impacts

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Abstract: This study examines the impact of the social media platform "X" on enhancing students' English writing skills, focusing on both positive and negative effects. Employing a mixed-methods approach involving qualitative interviews, surveys, and quantitative analysis, the research delves into how social media "X" influences students' ability to write proficiently in English. Findings from the study reveal a significant positive impact on students' English communication skills and vocabulary expansion through global discussions on "X." However, negative impacts include a lack of attention to proper language structure, reliance on abbreviations leading to reduced depth of expression, and potential hindrance in using English correctly. Insights from this research contribute to understanding the nuanced dynamics of social media's role in language learning and inform pedagogical strategies for optimizing digital platforms in education.

Keywords: Social Media "X," English Writing Skills, Positive and Negative Impact.

Abstrak: Studi ini mengkaji dampak platform media sosial "X" dalam meningkatkan keterampilan menulis bahasa Inggris siswa, dengan fokus pada efek positif dan negatif. Menggunakan pendekatan metode campuran yang melibatkan wawancara kualitatif, survei, dan analisis kuantitatif, penelitian ini menyelidiki bagaimana media sosial "X" memengaruhi kemampuan siswa untuk menulis dengan mahir dalam bahasa Inggris. Temuan dari penelitian ini mengungkapkan dampak positif yang signifikan pada keterampilan komunikasi bahasa Inggris siswa dan perluasan kosakata melalui diskusi global tentang "X." Namun, dampak negatif termasuk kurangnya perhatian terhadap struktur bahasa yang tepat, ketergantungan pada singkatan yang mengarah pada berkurangnya kedalaman ekspresi, dan potensi hambatan dalam menggunakan bahasa Inggris dengan benar. Wawasan dari penelitian ini berkontribusi untuk memahami dinamika bernuansa peran media sosial dalam pembelajaran bahasa dan menginformasikan strategi pedagogis untuk mengoptimalkan platform digital dalam pendidikan.

Kata kunci: Media Sosial "X", Kemampuan Menulis Bahasa Inggris, Dampak Positif dan Negatif

INTRODUCTION
Background of Study

In recent times, the widespread impact of social media platforms, particularly Twitter, has fundamentally transformed various facets from facilitating connections and

fostering a sense of community to exacerbating feelings of loneliness and encouraging unrealistic social comparisons (Kross *et al.*, 2021). Apart from that, there are also impacts of communication and education, Social media useful for communication as it allows individuals to connect instantly across the world (Muskens *et al.*, 2024). Particularly within the domain of language acquisition and progression, There is a high addiction rate among social media users. Extensive use of social media takes up valuable studying time (Abdullahi *et al.*, 2024). It also abuses designated study time, and makes it difficult for learners to read and write properly. There was a drop in the grades obtained by learners when they began participating in social networks (Esman, Madrigal and Mascuňana, 2021).

English is being a universally recognized language, holds paramount importance across academic, professional, and social spheres, emphasizing the imperative nature of improving students English writing proficiency. English is not only an international language but also a dominant force in social media (Malik and Qureshi, 2024). The last few decades have clearly demonstrated the indisputable status of English as the international language of choice, perfectly integrated into the structure of social media platforms. (Abdullah, 2020) Social media platforms such Twitter, Facebook, and Instagram become the agora of the digital age, facilitating global conversations where individuals from diverse backgrounds can come together to discuss inmues, share ideas, and build connections. Twitter would help learners with their difficulties with the English language (Cinelli *et al.*, 2020). At the end of July, Twitter officially changed its logo and platform name to 'X', for promote freedom of speech on the platform by Elon Musk after acquiring Twitter (Jia, Pan and Su, 2023). The emergence of social media platforms, including 'X' has given students unprecedented opportunity to interact with the English language authentically, in real-life scenarios. Through "X", students have the opportunity to hone their English writing skills, Interact with peers and native speakers, access a wealth of linguistic resources, and receive immediate feedback on their writing efforts. This ability shows the potential positive. Influence of 'X' Social Media on students' English writing abilities understanding is the fundamental to effective writing abilities (Wil, Yunus and Suliman, 2019). Writing skills were introduced as a subject that would help students in the development and implementation of several kinds of abilities, including argument analysis, critique, comparison, and contrast.

The writing skills of students and young learners in public schools are often underestimated due to excessive use of social media (Anobi Asare *et al.*, 2022). This shows that failure to monitor and control the use of social media by students and young students often results in failure to master proper writing skills (Dorathy Ijeoma Chijioke and Nwala, 2021). Developing writing skills is essential for students to succeed academically. Social media can also be a global communication medium, people who communicate via social media platforms often use short sentences, abbreviations, fail to use proper punctuation and even capitalization (D.I. Chijioke and Nwala, 2021). That was the negative impact of the influence of social media. The informal communication style prevalent on 'X' platform, characterized by abbreviations, colloquialisms, and informal language, has the potential to prevent students from understanding formal writing conventions and hinder their ability to produce.

Despite the increasing prevalence of social media in educational settings, there is still a dearth of empirical research investigating the specific impact of 'X' platform on students' English writing skills. Despite a wealth of anecdotal evidence and theoretical frameworks, there is a lack of systematic empirical studies exploring the positive and negative impacts of Twitter on students' proficiency in English writing. Therefore, this research attempts to bridge this gap by conducting a comprehensive examination of the influence of 'X' platform on improving students' English writing skills. Using a mixed-methods approach, including quantitative analysis of writing samples and questionnaires (Hasan, 2024), this study aims to reveal the diverse dynamics of the use of 'X' platform or social media in teaching English writing. Through an in-depth exploration of the beneficial and detrimental impacts, this research seeks to offer valuable insights for educators, curriculum developers, and policy makers aiming to optimize the integration of social media platforms such as 'X' platform in English language learning contests. Ultimately, this research effort aims to contribute to the ongoing dialogue regarding digital literacy and language education, encouraging more effective and engaging pedagogical approaches in the digital age.

Problems Formulation

The rapid integration of social media platforms into educational environments has sparked debate regarding their impact on students' writing proficiency in English. Although social media "X" facilitates collaborative learning and exposure to native language use, concerns remain about potential disruption and detrimental impacts on formal writing conventions. Despite the increasing prevalence of social media "X" in educational contexts, there is still a gap in understanding its impact on students' writing skills. Therefore, this research was created to answer several problem formulations as follows:

1. The social media 'X' can have a positive impact on its users in improving their writing skills in English? What are these positive impacts?
2. What the negative impacts will there be if users use social media 'X' to practice their English writing skills?
3. What are the results of the percentage comparison between the positive and negative impacts obtained in using social media 'X' to practice writing skills in English?

The Purposes

1. To investigate the extent to which social media "X" influences students' writing skills in English.
2. To identify the positive impacts of social media "X" on students' writing proficiency, such as increased exposure to authentic language use and opportunities for collaborative writing.
3. To examine the negative impacts of social media "X" on students' writing skills, including the prevalence of informal language, abbreviations, and emoticons that may transfer into academic writing.
4. To find out the results of the percentage comparison between the negative and positive impacts of using social media 'X' in improving writing skills in English

Literature Review

(Chan, Lee and Chen, 2021) assert that social networking has bridged geographical gaps, bringing people together globally. They highlight the detrimental impact of excessive social media usage on young learners, hindering their ability to develop proficient English writing skills. Moreover, they emphasize the adverse effects of social media activities on fundamental academic and scientific learning, including writing skills. (Nutakor, and Israel, 2023)study reveals a significant negative influence of social media activities on academic writing skills among high school and university students. Learners often resort to shortcuts and abbreviations from social networks, leading to subpar written language skills. The authors note an increasing trend of using text shortcuts and abbreviations even in formal writing.

(Shao, Shi and Zhang, 2021) observe an increasing reliance on mobile phones for social networking, causing students to divert valuable time from mastering proper English writing skills. Excessive social media usage distracts young learners during practical writing lessons, impeding their skill development. (Khan, Abdulsatar and Alsamarai, 2019) argue for strict monitoring of social media use among students by parents and educators due to its detrimental effects on academic focus and writing skills development. (Caratiquit, and Caratiquit, 2023) highlight how free internet access leads to prolonged social media use, neglecting essential academic exercises.

(Jacob, and Lawan, 2020) note that text messages are preferred by learners for their speed, informality, and creativity, although this practice can undermine formal writing skills. Linguistic traditionalists express concerns over informal language's impact on learners' ability to construct correct English sentences and spell accurately.(Jones and Peter, 2020) points out the grammatical and syntactic challenges posed by language use on social media, affecting clear communication. Learners' prioritization of information transfer over accurate spelling and grammar is highlighted by (Agustina and Cahyono, 2017). (Hartshorn, and McMurry, 2020) Stress the need for strict supervision by parents and teachers to mitigate the distractions caused by excessive social media use and ensure a focus on developing proficient writing skills in English.

METHODOLOGY

The research methodology employed in this study is quantitative method, which is a research approach that utilizes numbers and statistical data to analyze the phenomena under investigation (Segura, Zamar, and Meneses, 2022)

Subsequently, the quantitative approach facilitates a more objective measurement of the impact of social media "X" on students' writing skills (Taherdoost, 2022). The quantitative approach can provides easily measurable information that can be interpreted statistically (Pyrczak, and Oh, 2018). In this study, quantitative data can be obtained through structured surveys measuring the frequency of social media usage in language learning and the observed changes in students' writing skills.

Data collection is conducted through various methods, including surveys to capture students' general perspectives on social media usage in learning, observations to directly observe students behaviors while using social media, and content analysis to evaluate the types of content most commonly used or influential in language learning

(Adegboyega, and Omotosho, 2020). So, in this research we used a questionnaire to collect data.

The response variable of study (Y) measures the ability to write English properly based on the criteria defined (Huhta *et al.*, 2014)

$$Y = \begin{cases} 1 & \text{if English writing skill is inadequate} \\ 2 & \text{if English writing skill is adequate} \end{cases}$$

The research's independent variables are socio-economic factors that influence the quality of education provided to social media users 'X' who are currently pursuing several levels of education. Data was collected regarding factors known to influence students writing skills in English. Those variables taken from this research are gender, age, and highest level of formal education.

Data set analysis was carried out using univariate data analysis methods (frequency tables), graphical methods such as pie charts, bivariate data analysis methods (Borja, 2012) such as quantitative test and multivariate data analysis methods such as ordered probit regression analysis and logit (Hirk, Hornik, and Vana, 2019). Data was collected regarding socio-economic factors that influence the ability of social media user 'X' who is still pursuing several levels of education to write English accurately with correct grammar and syllables based on the criteria (Kumar, and Nanda, 2024). The socio-economic factors are utilized as variables, providing valuable insights into the intricate interplay between individuals and their socio-economic environment. By analyzing these factors, researchers can uncover underlying patterns and dynamics that shape various aspects of human behavior and societal phenomena (Munir *et al.*, 2023). Those variables taken from this research are gender, age, and highest level of formal education.

RESULTS AND DISCUSSION

This research takes questionnaire data from respondents online via Google Forms. Google Forms is an efficient tool for collecting survey data due to its user-friendly interface and seamless integration with data analysis platforms (Rahim *et al.*, 2022). Taking respondents online is considered to be more effective, efficient and varied because it can access a wide range of users in the world. (Salama, Uzunboylu, and Muti, 2020)

Table 1 : General of respondence (n = 20)

Variable Of Study	Frequency (precentage)
Gender of respondence	Male : 5 (25%) Female : 15 (75%)
Age category of respondence	17 to 20 years : 10 (50%) 21 to 23 years : 8 (40%) 24 to 26 years : 2 (10%)
Highest level of education of respondence	Senior High School : 3 (15%) Bachelor's Degree : 15 (75%) Master's Degree : 2 (10%)

Table 1 shows the general characteristics of 20 respondents used 'X'. The table shows that the writing skills of the 20 research participants were significantly influenced by the use of social media 'X' in improving writing skills in English. There are 25% of respondents who are men and 75% of respondents who are women. There were respondents aged 17 to 26 years with 3 different levels of education.

Table 2 : Significant research results (n = 20)

Variable Of Study	Frequency (precentage)
I use 'X' to gather information or news from around the world.	Agree : 19 (95%) Disagree : 1 (5%)
I use 'X' to engage in discussions with other users.	Agree : 20 (100%) Disagree : 0 (00,0%)
I use 'X' with international language (English).	Agree : 15 (75%) Disagree : 5 (25%)
I follow posts from other users who use English.	Agree : 18 (90%) Disagree : 2 (10%)
I pay attention to the sentence structures used by other users in English posts.	Agree : 9 (45%) Disagree : 11 (55%)
I pay attention to the sentence structures I use when posting or commenting in English.	Agree : 13 (65%) Disagree : 7 (35%)
Using 'X' can enhance my English vocabulary.	Agree : 20 (100%) Disagree : 0 (00,0%)
Using 'X' can improve my writing skills in English to adhere to proper language structures accurately.	Agree : 13 (65%) Disagree : 7 (35%)

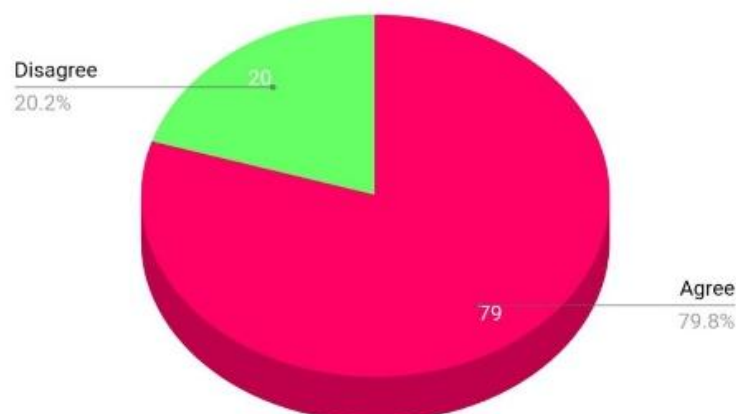**Pie Chart of questionnaire's result**

Table 2 shows significant research results from the 8 questionnaire questions that were filled in by respondents. In general, it can be seen from the answer 'agree' which shows the positive impact of using social media 'X' is much greater than the answer 'disagree' which shows the negative impact. Overall, there was a 79.38% percentage of

Average of Agree's answer :

$$\bar{X} = \frac{x1 + x2 + x3 + \cdots\ldots + xn}{n}$$

$$= \frac{95 + 100 + 75 + 95 + 45 + 65 + 100 + 65}{8}\%$$

$$= \frac{635}{8}\%$$

$$= 79{,}38\%$$

Average of Disagree's answer :

$$\bar{X} = \frac{x1 + x2 + x3 + \cdots\ldots + xn}{n}$$

$$= \frac{5 + 0 + 25 + 10 + 55 + 35 + 0 + 35}{8}\%$$

$$= \frac{165}{8}$$

$$= 20{,}62\%$$

Agreeing answers, while the percentage of disagreeing answers was 20.62%. It can be concluded that each question has positive and negative impacts.

1. Positive impact : Users can improve their English communication skills using social media 'X' by discussing globally. Users also can expand their English vocabulary if they frequently use social media 'X'. The findings revealed that social media 'X' provided learners with opportunities to practice English in an authentic environment, enabling them to engage in global discussions. Participants reported improved communication skills, particularly in writing and vocabulary acquisition (Anwas *et al.*, 2020). 'X' allows users to engage in global conversations and build international networks. It provides a platform for real-time communication that transcends geographic boundaries, allowing users to participate in discussions on a variety of topics with people from different cultural backgrounds. This global discussion reach means that users must use an international language, namely English, and makes 'X' a powerful tool for language learning and cultural exchange (Grigoryeva, and Zakirova, 2022). Social media 'X's real-time nature and global reach provide ESL/EFL learners with unprecedented access to international news sources. This exposure to authentic, current English language content from various countries significantly enhances vocabulary acquisition. Users frequently encounter new words and phrases in context, particularly those related to current events, leading to

incidental vocabulary learning in English. The brevity of 'X' also encourages concise expression, helping learners to focus on key vocabulary" (Afzal, 2019)

2. Negative Impact : Users do not pay attention to the language structure in English properly, users are used to a short and unstructured writing style. This can reduce the ability to express ideas fully and in depth. Apart from that, the use of abbreviations in tweets can also hinder a person's ability to use English well and correctly. The brevity imposed by X's character limit often leads users to adopt abbreviated and unstructured writing styles. This practice may negatively impact users' ability to express complex ideas fully and coherently in English. Moreover, the prevalent use of abbreviations and informal language in 'X' can potentially hinder the development of proper English language skills. Using shortcuts in my academic writing that picked up from Twitter, which the professors say undermines the quality of work (Wen, and Naim, 2023)

END

After observing the impact of using social media "X" on students' English writing skills, it can be concluded that social media "X" has the potential to positively enhance students' English language communication skills, particularly in expanding vocabulary and practicing global English usage. However, there are negative impacts to be noted, such as students tending to neglect proper English language structure and adopting an informal writing style that may hinder complete and in-depth idea expression.

Suggestion

Regarding Educational Integration, it is suggested to encourage a balanced integration of social media "X" usage in language learning with an emphasis on formal writing norms. This can be achieved through creative and interactive teaching strategies. Continuous training for educators to develop effective teaching strategies using social media as an auxiliary tool that reinforces formal English writing skills is also recommended. Furthermore, there should be further research to explore the deeper impact of social media on students' language abilities, considering factors such as age, socio-economic backgrounds, and educational contexts.

Raising awareness among parents and school supervisors about the importance of monitoring and guiding students' social media usage is crucial. Providing clear guidance on language standards that should be maintained is also essential.

By taking these steps, it is hoped that the use of social media "X" can become an effective learning resource in enhancing students' English writing skills without compromising the quality in terms of proper language structure and rich idea expression. Saran merupakan penelitian lanjutan yang dirasa masih diperlukan untuk penyempurnaan hasil penelitian supaya berdaya guna. Penelitian tentunya tidak selalu berdaya guna bagi masyarakat dalam satu kali penelitian, tapi merupakan rangkaian penelitian yang berkelanjutan

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