

## The Use of Social Media in Improving EFL Learner Writing Skills

\*Kartika Puspa Dewi<sup>1</sup>, Daviq Rizal<sup>2</sup>

<sup>1,2</sup> Universitas Islam Negeri Walisongo, Indonesia

(\*kartika\_1903046085@student.walisongo.ac.id)

*First Received: 29-02-2023*

*Final Proof Received: 24-05-2023*

### Abstract

Early on social media was only used as a method of communication; however, as diverse learning requirements and media emerged, EFL students began to use social media as a learning medium, specifically for learning English. This trend is expected to continue to an indefinite time limit. In addition to developing their English language abilities, EFL learners can improve their listening, speaking, reading, and writing skills. This research seeks to determine how social media can assist EFL students in improving their writing skills. This study identified 118 articles using a qualitative systematic review; however, only 11 articles matched the research topic and were included in the analysis. Those articles find out from the world's databases. Looking to the outcomes of this research, students of English as a foreign language (EFL) can improve their writing abilities and keep their motivation levels high while studying by making use of the features that are made available on social media platforms. Students of English as a foreign language (EFL) can evaluate their writing skills by contributing to every posting page on each platform. More investigations can be conducted to investigate the benefits of writing on Instagram, such as creative writing in the classroom and research on a global scale.

**Keywords:** digital literacy; EFL learners; social media; writing.

Social networking sites have replaced other forms of communication as a way to maintain a social life. Social networks do not care what people do when surfing. Many people, especially those learning English, use it as their platform for education. One of the social networks that are widely used by English as a Foreign Language (EFL) learners is social media. The social media platforms today have an effect on all aspects of life, including communication, information sharing, knowledge exchange, commerce, and education (Amin et al., 2020). The number of user-controlled applications

on the internet has dramatically increased. These include blogs, podcasts, wikis, social media platforms like Facebook, Instagram, blogs, YouTube, Twitter, WhatsApp, Path, navigators, auction websites, games, and Voice over Internet Protocol services (Ala-mutka, 2010).

While learning with social media, people can use smartphones, laptops, and tablets to surf the internet or social media. According to (Lave & Wenger, 1991) these technologies re-defined what it means to know, understand, and become a 'literate citizen,' which is another

way of saying an 'educated citizen'. As a consequence of this, students need to have an understanding of these emerging technologies so that they can compete for advancement in their studies (Zárate & Cisterna, 2017). It is because social media has removed the spatial and temporal restrictions that made communication and access to knowledge challenging and scope-limited (Ala-mutka, 2010). Social media doesn't make an exception, as it provides numerous opportunities to study foreign languages. With social media, EFL learners not only get new bits of knowledge about English languages but also can improve their skills, especially writing skills.

One of the four language skills is writing. Because one cannot immediately and quickly learn this skill, it is not a natural skill. The pupils should engage in enough writing exercises to develop it (Kartawijaya, 2018). Students must be proficient and creative writers who can articulate their ideas effectively through analysis, organization, transfer, and presentation (Anwar et al., 2016). Many EFL learners said that they have some problems with writing, and they assess that writing is the most difficult skill while learning English. According to Hamer (2001), a writer must be supported by adequate language components such as grammar, vocabulary, and spelling to communicate his or her ideas, experiences, thoughts, and feelings in writing (Harmer, 2001). Writing abilities are more challenging for EFL learners to learn or master than other language skills, it caused since writing requires them to express their thoughts or good ideas in written form.

Many people think learning English with a focus on improving writing skills is difficult, but adding fun learning tools can overcome this. Many individuals have been told that social media may be simply used to improve EFL writing skills. Because social media suggests various things, Instagram, for example, presents pictures and captions, which can be a place for EFL learners to write anything there. It is also supported by mutual

commenting features, which allow other people to comment on posted photos or respond to captions posted (Avivi & Megawati, 2020). Written in that case, communication between several people will be formed, which can improve one's writing ability.

Blogs are another type of social media that can be used to enhance writing abilities in EFL. Blogs offer useful opportunities for the formation of online communities, the facilitation of communication, the creation of straightforward material, and group learning. Specifically, students can articulate themselves via blogs by exchanging ideas with classmates, cooperating to complete group projects, inquiring about class topics, and enhancing their language skills (Al-Qallaf & Al-Mutairi, 2016).

Facebook, a social networking platform created by Mark Zuckerberg in 2004, is one of the most popular social media (Geraldine & Melissa, 2009). Initially intended to unite college students, it soon expanded to include everyone on earth. Create a Facebook profile to share information, files, media, and links with family, friends, and other users. Facebook may be a useful resource for EFL students in a variety of methods. Join English language groups, follow pages that share English content, participate in discussions where EFL learners can practice expressing their opinions in English and receive feedback on their language use, and create a language exchange group on Facebook are all features that EFL learners can use for learning. EFL students can establish their own Facebook group for language exchange (Kabilan et al., 2010). By inviting native English speakers to join the group, language learners can practice speaking and writing in English with other language learners.

In short, social media are websites and applications that give users the ability to create and share content, as well as interact and communicate with one another online (Chugh & Ruhi, 2019). Social media is a modern communication instrument and

information platform allowing users access to global information. Social media may also be utilized in education to enhance the writing skills of EFL students (Chugh et al., 2021). Using post features, EFL students can practice more on social media platforms. Learners who post frequently on social media can improve their writing skills by becoming more comfortable writing in English and writing more frequently overall, which allows them to receive comments on their writing and learn from their mistakes. While practising to improve their writing skills, EFL students can also acquire new words by reading social media posts, expanding their vocabulary, and improving their writing skills (Wil et al., 2019).

This information demonstrates how social media can enhance and make learning more pleasurable. Through the time of writing, the writers were not aware of any literature reviews that had previously conducted research on this topic and included it in their findings. Through a review of the existing research in the field, the author of this article investigates the ways in which students of English as a foreign language (EFL) can improve their command of the English language, specifically their writing abilities. Consequently, by applying Qualitative Systematic Review, we aim to answer the following research question:

1. What social media are frequently used by EFL students?
2. What are the advantages of utilizing social media for EFL students?

This study aims to contribute to the literature on social media by investigating the various ways EFL learners around the world use social media and analyzing how social media benefits EFL learners. Such a review represents a significant step forward in developing this research field, mainly because the review focused on the general use of social media by EFL learners.

## Method

The author searches the world's databases such as Emerald Insight, Eric, Franch

& Taylor, ProQuest, Science Direct, Scopus, and Springel whereas data-related learning is based on the applicability of connected themes. There was no time restriction imposed on the search. Several publications from 2017 to 2022 were discovered while gathering data. The keyword 'Social media and Writing skills' was also used in the search for relevant information.

A total of 118 items were discovered from the eight databases based on the search data. 5 papers were identified from Emerald Insight, 35 papers were identified from Eric, 12 papers were identified from Franch & Taylor, 34 papers were identified from ProQuest, 14 papers were identified from Science Direct, 5 papers were identified from Scopus, and 13 papers were identified from Springel. From that, the authors had got a total of 118 paper articles. The complete article was then evaluated by examining the title and abstract, as well as the research implementation, resulting in identification of 67 similar journals. These journals were subsequently narrowed down to 35, as further analysis of their full-text studies was conducted. Examine the similarities and differences that exist between one text and another while evaluating linked journals to apply the development of writing abilities that is intended for this research. Several criteria are incorporated in the classification process till they are included in the journal stage that is chosen.

The following were discovered to be inclusion criteria:

1. Only original research or empirical data-collecting investigations are included in order to gather academically appropriate data and outcomes.
2. To ensure the quality and relevance of a publication, only relevant journal articles published in English are accepted.
3. The application of the usage of social media in improving writing skills in English is viewed as the key assessment in the selected publications. Because the goal of this post is to show how social media use improves EFL learners writing

abilities in learning English language, social media uses that is popular and has a large number of users from all over the world.

There are also exclusion criteria, such as articles that are unrelated to the current title and have a discussion subject that is unrelated to the intended topic are eliminated, example Social Media & English Learners' Academic Literacy Development (Shin, 2018), were excluded a research (Ghimire, 2022), and (Aleisa, 2022). These articles are unrelated to the research subject since they are unable to assist in searches relating to the use of social media in increasing EFL learners' writing skills.

Aside from that, if the references to be taken are not accurate, a reassessment is done to examine what the author overlooked throughout the search. The search yielded results, leading to the discovery of twenty-four articles closely linked to the topic of discussion. It was found that the titles, abstracts, and implementations of these articles were all relevant to the research need. With this information, nine final re-search results are assessed and evaluated. The processes of selecting a study are depicted in Figure 1.

The screening of title, abstract, and implementation are used to identify the item was done and got the total number of records is 118, with overall titles focusing on social media and writing skills as search keywords. The information gathered from the academic article also pertains to social media, such as social media use and benefit, creative writing, and so on. The abstract and material relating to the desired topic were minimized, and other unrelated journal articles were deleted until they were consolidated into 51 journal articles. The screening was continued by limiting existing papers such that they were relevant to the topic in question until 35 related journal articles and 32 journal articles with no relation to the topic in question were discovered. The eligibility of the proposed articles was re-screened until 8 journals were discovered to be relevant to the topic sought, while numerous

journals were passed over because they were not related to the topic sought. The final results revealed 9 articles, each of which was then thoroughly inspected for the complete text.

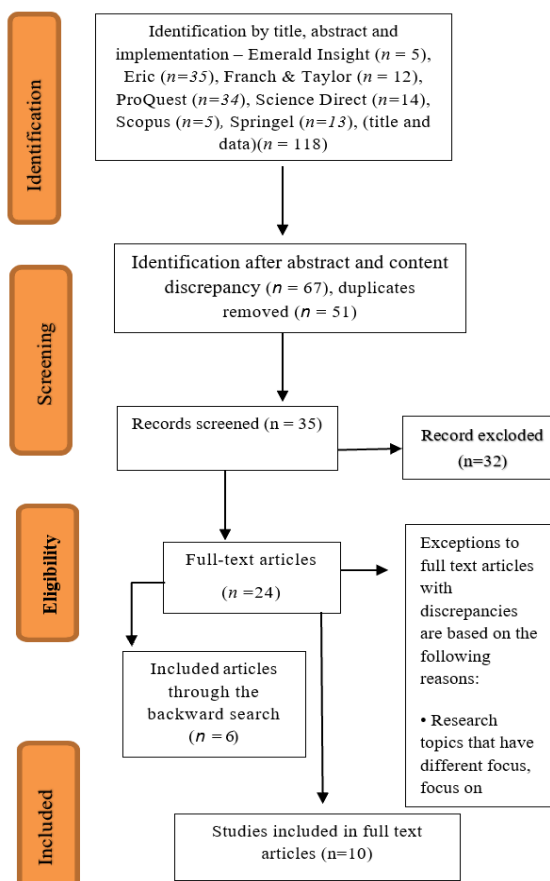


Figure 1. An overview of the selection procedure

## Results and Discussion

The article review (N=10) used to view the current literature is presented in Table 1.0. All of the selected subjects in the article have key topics that center on the use of social media as a learning tool and its impact on improving EFL learners' writing skills. The two selected studies (Muslem et al., 2022) and (Sakkir & Dollah, 2019) originated in Indonesia, two studies (M. M. Yunus et al., 2019) and (M. Yunus et al., 2013) originated in Malaysia, one study (Paragas & Francisco, 2020) originated in Filipina, one study (Xie et al., 2021) originated in China, one study (Mustafa, 2022) originated in Saudi Arabia, two studies (Bozkurt et al., 2016) and (Noyan & Kocoglu, 2019) originated in Turkey, and the one study (Shahzadi, A.,

& Kausar, 2020) originated in Pakistan.

One study (Muslem et al., 2022) was experimental design, using Quasi-experiment, one (Sakkir & Dollah, 2019) was quantitative method using pre-experimental design, one study (M. M. Yunus et al., 2019) used research design where the respondents were given questions using a questionnaire, one study (M. Yunus et al., 2013) used quantitative method with distributed a survey and a set of questionnaires and data collected being analyze using descriptive statistics, one study (Paragas & Francisco, 2020) used experimental design, one study (Xie et al., 2021) Utilized convergent parallel mixed-method in which pre- and post-tests were administered to collect quantitative data, and a questionnaire was distributed to collect qualitative data, one study (Mustafa, 2022) used a quasi-experimental design to gather the data form control and experimental group, one study (Bozkurt et al., 2016) used explanatory sequential mixed methods design whereas the quantitative data were collecting first and then collecting qualitative data, one study (Noyan & Kocoglu, 2019) used mixed method design with a pre- and post-writing test that were administered to all groups and an open-ended questionnaire , one study (Shahzadi, A., & Kausar, 2020) used mixed method design with a pre- and post-test based to the survey and experimental group. The research yielded some interesting findings. Although the samples gathered ranged from 10 to 800 participants in each session, the final results reached were fairly meaningful despite the small sample size. And all of the research suggests that using social media to improve writing abilities has a positive impact.

Furthermore, using social media to develop writing abilities is beneficial. All of the texts examined revealed that social media has improved EFL writing skills. EFL students who use social media as a learning tool have a favorable influence, and they see it as a pleasant and varied way to study. The important findings from the chosen research are summarized in Table 1.

### **Discussion**

The use of social media as a learning instrument to improve the writing skills of English language learners has a number of positive ramifications, including the provision of a variety of services and the implementation of various teaching strategies. As stated in a number of the articles we reviewed, the use of social media in literacy instruction is specific and tailored to the particular classroom and platform under investigation.

This data set showed that social media is an effective learning instrument for improving students' writing skills. It is based on research indicating that students appreciate utilizing social media as a tool for learning and practising writing, which can create an engaging and enjoyable learning environment. The investigation was conducted for an article on the influence of social media on EFL students. In addition to serving as a source of inspiration and writing prompts for EFL students, social media can also help students inspire themselves to become more enthusiastic about learning. Although many students debate on social media, they can write about any topic they choose, unrestricted by writing prompts.

In response to the questions that form the basis of this article, Twitter, Blog, Facebook, and Instagram are the social media platforms used to enhance the writing skills of EFL students. In addition to a large number of users, the platform provides numerous tools for enhancing the writing skills of EFL students. As in studies (Muslem et al., 2022) By emphasizing on the use of blogs in improving EFL learners' writing skills, it has been demonstrated that blogs can improve EFL learners' writing skills because the blog's features connect learners and allow them to provide feedback on what they have posted.

Another study (Mustafa, 2022; Sakkir & Dollah, 2019; Shahzadi, A., & Kausar, 2020) with a focus on use on Facebook, Twitter, and Instagram, providing opportunities for EFL learners to observe each other on

Table 1: The important findings from the chosen research

Study	Objective	Subject	Method	Finding
(Muslem et al., 2022)	The purpose of this research is to determine whether or not the implementation of Blog-Assisted Language Learning (BALL) results in substantial improvements to students' writing abilities as well as their motivation to acquire writing skills through BALL.	40 students at State Islamic University of Ar-Raniry Banda Aceh, Indonesia	Experimental Design Method, Post-Test control group.	The findings of this study demonstrated an increase in the use of Ball to improve writing skills and motivation.
(Sakkir & Dollah, 2019)	The purpose of this study is to evaluate the impact of Facebook groups on the writing skills of English-language learners.	20 second-semester students from one of the private universities in South Sulawesi, Indonesia, during the 2017/2018 academic year.	A quantitative method using the pre-experimental design, pre-test and post-test.	This study demonstrated that the use of Facebook groups for English learning improved students' writing skills.
(M. M. Yunus et al., 2019)	The purpose of this research is to investigate whether or not elementary school students' writing abilities can be improved by using social media.	The respondents of this study were 47 ESL elementary school pupils from a rural area of one of Malaysia's states.	Mixed Method Quantitative and Qualitative, Survey, Questionnaire	The findings of this research, the vast majority of respondents have access to social media, and those same respondents believe that using social media is beneficial for ESL teachers who incorporate ICT into their teaching toolkit.
(Paragas & Francisco, 2020)	This study was looking into the difficulties associated with composition writing and strategies for developing the creative writing skills of students.	Thirty seventh-grade Mabini students with an English grade of less than 80 and enrolled for the 2017-2018 school year were selected to participate.	Experimental Design, Experimental Group, Post-test, Pre-test	The findings of the study show that students' profile variables and their performance in creative writing were not substantially correlated, according to the study's findings.
(M. Yunus et al., 2013)	This paper seeks to determine how students view the use of social media to improve their writing abilities.	45 learners in Year 4 at a Chinese-speaking primary school in Jempol, Negeri Sembilan.	Quantitative Method, Survey, Questionnaire	The findings revealed that students have both positive and negative views regarding the use of social media to improve writing skills.
(Xie et al., 2021)	The purpose of this research was to determine the effects of integrating SNS-based multimodal composing activities into secondary and higher education by incorporating these activities into those levels of education.	94 senior high school students in Grade one, 105 freshmen, and 95 sophomores	Experimental Design, Pre-Test, Post-Test	The analysis of the data revealed that both the control and experimental groups improved their English writing performance in terms of total scores, but not in all three other dimensions: intelligibility, lexical complexity, and syntactical complexity.
(Mustafa, 2022)	This research was conducted with the intention of determining whether or not Facebook contributes to the growth of writing abilities among EFL students.	42 EFL learners of University of Majma'ah University	Quasi-Experimental Design, Pre-Test, Post-Test	The findings of the research showed that facebook has improved its writing skills. This study suggests that the use of social media can improve the writing skills of students.
(Bozkurt et al., 2016)	This study investigated the effect that using social networking sites and microblogging platforms has on the imaginative writing abilities of students studying English as a foreign language (EFL).	91 English prep students from Anadolu University, School of Foreign Languages	Explanatory sequential mixed methods design, quantitative data, qualitative data	The findings of a research project showed that microblogging services, more particularly Twitter in this instance, which make creative writing activities easier, have the potential to be utilized by students of English as a foreign language as a platform for education.
(Noyan & Kocoglu, 2019)	This study seeks to investigate the attitudes of students toward journaling as a class requirement and to determine whether there are significant differences between the attitudes of two distinct student groups.	45 freshmen students from Sociology department of State University in Turkey	Mixed Method, Pre-Test, Post-Test, Questionnaire	The comparison of the findings of the pre-tests and the post-tests for each group revealed a significant rise in the total amount of writing produced. Collaborative Learning Theory in the sense that it provided evidence for the beneficial effects of social interaction and collaboration, in addition to the application of mobile technology to the process of education and instruction.
(Shahzadi, A., & Kausar, 2020)	This research seeks to investigate the possibility of using social media to improve the English writing skills of undergraduate students.	800 students of the undergraduate Programs at University of Education Multan Campus	Mixed method research design, Post-Test, Pre-Test,	The findings indicated that using Facebook as a medium for language instruction fosters positive attitudes and relationships, motivates students to participate, promotes a collaborative environment, and fosters a stronger relationship between the teacher and the students.

each post and can provide inspiration for the development of their next writing, as well as utilizing the comments feature which provides opportunities for fellow EFL learners to connect with each other by commenting on one another's posts. each other with the intent of providing responses to the post.

Social media also provides a venue for EFL learners to interact and exchange opinions; in this instance, students' writing is used as training material and can be read by other students, resulting in interaction and exchange of opinions. In addition, social media connected users and provided them

with access to new information and resources, which enhanced the quality of learning among students (Faryadi, 2017).

Considering the answers to the other queries, social media offer numerous advantages for EFL students. In general, the use of social media has an influence on EFL learner's writing ability, besides that along with the development and communication that goes on throughout the lesson, EFL learners are able to think quickly because ideas are easily obtained along with the learning process, also EFL learner can improve their critical thinking skills by writing more effectively and learning how to appropriately interact with large groups of people. (Bozkurt et al., 2016), also creativity in writing EFL learners seen in the learner's writing habits (Paragas & Francisco, 2020).

Considering the findings presented in each of the articles, it is also highlighted that students can improve their writing skills over the course of their academic careers by making use of the features that social media platforms offer in general. Additionally, using social media to communicate can enhance children's critical thinking skills. In conclusion, teaching writing with social media-based writing materials is preferable because it can significantly improve student achievement compared to conventional methods.

The author acknowledges several faults in writing due to the limitations of this review article addressing the small number of studies identified on the research topic and the significant differences between each study included. Nonetheless, the author believes that the analysis has validated this study's purpose, which is to demonstrate the use of social media in enhancing the writing skills of EFL learners.

### Conclusion

This article review discussed using social media to improve the writing skills of EFL students. Social media has proven to be one of the platforms that can be utilized as a learning aid due to its positive influence. Considering the number of students who use

social media as a socialization instrument, the previously described effects can be utilized more effectively. However, this study only explains a small portion of the discrepancies uncovered by examining prior research. More research is required to ascertain what will be clarified about social media's impact on EFL students' writing skills. The actual use of social media can be seen in developing writing skills for EFL learners, such as making students more creative while writing and expressing their thoughts. With social media, students can generate writing ideas quickly due to the tools provided by platforms. Even though social media platforms support learning in other contexts, the author believes that social media can be a more accessible and user-friendly method for learning in general. Its prominence among EFL students will increase their motivation and interest in learning English as a second language.

In addition, numerous other articles examine in depth the efficacy of social media as a learning medium, demonstrating that the insights provided by social media are extremely comprehensive. As this article only contains findings from reviews that support social media as a useful resource in writing skills for EFL learners, further research is required, not only to inform social uses media but also more generally to inform the benefits and drawbacks of using social media and the limitations of social media use.

### References

- Al-Qallaf, C. L., & Al-Mutairi, A. S. R. (2016). Digital literacy and digital content supports learning. *The Electronic Library*, 34(3), 522–547. <https://doi.org/10.1108/el-05-2015-0076>
- Ala-mutka, K. (2010). *Learning 2 . 0 - The Impact of Social Media on Learning in Europe*. March. <https://doi.org/10.13140/RG.2.2.29790.05446>
- Aleisa, N. A. A. (2022). Graduate students use of social media as a learning space.

- Cogent Education*, 9(1). <https://doi.org/10.1080/2331186X.2021.2010486>
- Amin, B. O., Rafiq, R., & Mehmood, N. (2020). *The Impact of Social Media in English*. August. <https://doi.org/10.31838/jcr.07.10.507>
- Anwar, M. N., Ahmed, N., & Road, W. (2016). *Students' Difficulties in Learning Writing Skills in Second Language*. 28(4), 735–739.
- Avivi, M., & Megawati, F. (2020). Instagram post: Writing caption through process approach in developing writing skill. *EduLite: Journal of English Education, Literature and Culture*, 5(2), 240–250. <https://doi.org/10.30659/E.5.2.240-250>
- Bozkurt, A., Aydin, B., & Et.al, T. (2016). Improving Creative Writing Skills of Efl Learners Through Microblogging. *The Online Journal of New Horizons in Education*, 6(3), 88–98.
- Chugh, R., Grose, R., & Macht, S. A. (2021). Social media usage by higher education academics: A scoping review of the literature. *Education and Information Technologies*, 26(1), 983–999. <https://doi.org/10.1007/s10639-020-10288-z>
- Chugh, R., & Ruhi, U. (2019). Social Media for Tertiary Education. *Encyclopedia of Education and Information Technologies*, 1–6. [https://doi.org/10.1007/978-3-319-60013-0\\_202-1](https://doi.org/10.1007/978-3-319-60013-0_202-1)
- Faryadi, Q. (2017). Effectiveness of Facebook in English Language Learning: A Case Study. *Open Access Library Journal*, 4(11), 1–11. <https://doi.org/10.4236/OALIB.1104017>
- Geraldine, B., & Melissa, F. (2009). Facebook in the Language Classroom Promises and Possibilities. *Education and Information Technologies*, 6, 17–28. [http://itdl.org/Journal/Jan\\_09/article02.htm](http://itdl.org/Journal/Jan_09/article02.htm)
- Ghimire, S. P. (2022). Secondary Students' Learning English through Social Media: A Case Study in Nepal. *International Journal of Research in Education and Science*, 8(3), 529–544. <https://doi.org/10.46328/ijres.2758>
- Harmer, J. (2001). *The Practice of English Language Teaching* (J. Harmer (ed.); 3rd ed.).
- Kabilan, M. K., Ahmad, N., & Abidin, M. J. Z. (2010). Facebook: An online environment for learning of English in institutions of higher education?. *The Internet and Higher Education*, 13(4), 179–187. <https://doi.org/10.1016/J.IHEDUC.2010.07.003>
- Kartawijaya, S. (2018). Improving Students' Writing Skill in Writing Paragraph through an Outline Technique. *Curricula*, 3(3), 152–158. <https://doi.org/10.22216/jcc.2018.v3i3.3429>
- Lave, J., & Wenger, E. (1991). Situated Learning. *Situated Learning*. <https://doi.org/10.1017/CBO9780511815355>
- Muslem, A., Marhaban, S., Heriansyah, H., & Utama, R. P. (2022). The Effects Of Using Blog-Assisted Language Learning (Ball) In Improving Non-Native Students' English Writing Skill In Higher Education; Does It Work?. *Journal of Technology and Science Education*, 12(1), 21–32. <https://doi.org/10.3926/jotse.1303>
- Mustafa, G. (2022). Impact of Social Media on EFL Writing Learning. *Pakistan Languages and Humanities Review*, 6(I), 1–11. [https://doi.org/10.47205/plhr.2022\(6-i\)01](https://doi.org/10.47205/plhr.2022(6-i)01)
- Noyan, E., & Kocoglu, Z. (2019). Developing EFL Writing Skills through WhatsApp Dialogue Journaling. *Advances in Language and Literary Studies*, 10(2), 38. <https://doi.org/10.7575/aiac.all.v.10n.2p.38>
- Paragas, J. P., & Francisco, C. D. (2020).



- Utilizing Social Media in Improving Creative Writing Skills of Grade 7 Students in English. *International Journal of Academic Multidisciplinary Research*, 4(10), 4–7. [www.ijeais.org/ijamr](http://www.ijeais.org/ijamr)
- Sakir, G., & Dollah, S. (2019). Measuring students' writing skills using Facebook group application in EFL context. *International Journal of Humanities and Innovation (IJHI)*, 2(3), 69–74. <https://doi.org/10.33750/ijhi.v2i3.43>
- Shahzadi, A., & Kausar, D. G. (2020). Using Social Media to Improve Students' English Writing Skills : A Mixed Method Study. *Journal of Research in Social Sciences (JRSS)*, 8(1), 124–141.
- Shin, D. (2018). Social Media & English Learners' Academic Literacy Development. *21<sup>st</sup> Century Learning & Multicultural Education*, 13–16. <https://eric.ed.gov/?id=EJ1181536>
- Wil, C. S. C., Yunus, M. M., & Suliman, A. (2019). The Use of Social Media to Assist Writing Skills among Secondary Pupils. *International Journal of Academic Research in Progressive Education and Development*, 8(3), 224–236. <https://doi.org/10.6007/ijarped/v8-i3/6388>
- Xie, Q., Liu, X., Zhang, N., Zhang, Q., Jiang, X., & Wen, L. (2021). Vlog-based multimodal composing: Enhancing EFL learners' writing performance. *Applied Sciences (Switzerland)*, 11(20). <https://doi.org/10.3390/app11209655>
- Yunus, M., Abdul Rahman, N., & Suliman, A. (2013). The use of social media in assisting writing skills among Chinese primary school student\*. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699.
- Yunus, M. M., Zakaria, S., & Suliman, A. (2019). The potential use of social media on Malaysian primary students to improve writing. *International Journal of Education and Practice*, 7(4), 450–458. <https://doi.org/10.18488/journal.61.2019.74.450.458>
- Zárate, P., & Cisterna, C. (2017). Action Research: The Use of Instagram as an Interactive Tool for Developing the Writing of Short Stories. *European Journal of Education Studies*, 2(8), 527–543. <https://doi.org/10.5281/zenodo.1035497>