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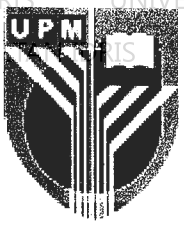

EFFECTIVENESS OF FACE-TO-FACE AND *FACEBOOK* COLLABORATIVE WRITING IN MALAYSIAN ESL UNDERGRADUATES' WRITING PERFORMANCE

By

SITI SHUHAIDA BINTI SHUKOR

Thesis submitted to the School of Graduate Studies, Universiti Putra Malaysia in the Fulfilment of the Requirement for the Degree of Master of Science

June 2014

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement of the degree of Master of Science

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SITI SHUHAIDA BINTI SHUKOR

June 2014

Chairman: Habsah Hussin, Ed.D

Faculty: Educational Studies

This study investigated the effects of *Facebook* collaborative writing on a group of English as Second Language (ESL) undergraduates'a writing participants of the study were 33 second year ESL undergraduates at the Faculty of Educational Studies, Universiti Putra Malaysia. They were categorized into two groups i.e. experimental and comparison groups using the matching-only design. The experimental group was assigned to *Facebook* collaborative writing tasks while the comparison group was assigned with face-to-face tasks. Face-to-face is considered as the conventional method in this study. This study employed a quasi experimental design with quantitative data. Instruments of the study were pre- and post- writing tests, as well as a set of questionnaire. The fieldwork was conducted in one semester. Data obtained were analyzed using descriptive statistics such as mean scores, standard deviations, frequency and percentages while inferential statistics such as independent sample t-test and paired sample t-test were utilized in finding the mean differences in the writing performance. The findings of the study indicate that there were no significant differences in the overall post-test writing performance between face-to-face and *Facebook* collaborative writing and similar findings were found in content, organization, vocabulary, language use and mechanics. However, when the mean scores were compared within each group, for face-to-face collaborative writing, it was found that there were significant differences for overall writing performance (t=-3.523, p=.003), content (t=-5.694 p=.000), organization (t=-2.743, p=.014) and vocabulary (t=-3.536, p=.003) except for language use and mechanics. Meanwhile for *Facebook* collaborative writing, there were significant differences for overall writing performance (t=-6.864, p=.000), content (t=-8.035, p=.000), organization (t=-5.730, p=.000), vocabulary (t=-3.083, p=.008), language use (t=-3.301, p=.005) and mechanics (t=-2.711, p=.016) as well. Besides, perceptions towards *Facebook* collaborative writing were also found to be fairly positive with the aggregated scores ranging from (M= 3.00 to M= 3.18). As a conclusion, *Facebook* collaborative writing was proven to be a good platform in ESL learning context. The role of *Facebook* collaborative writing in writing performance was

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statistically and practically significant.

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Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Master Sains

KEBERKESANAN KUMPULAN PENULISAN BERSEMUKA DAN *FACEBOOK* BERKOLABORASI TERHADAP PENCAPAIAN PENULISAN PELAJAR IJAZAH SARJANA MUDA ESL DI MALAYSIA

Oleh

SITI SHUHAIDA BINTI SHUKOR

Jun 2014

Pengerusi: Habsah binti Hussin, Ed.D

Fakulti: Pengajian Pendidikan

Kajian ini mengkaji kesan kumpulan penulisan berkolaborasi menggunakan *Facebook* terhadap pencapaian penulisan sekumpulan pelajar ijazah sarjana muda Bahasa Inggeris Sebagai Bahasa Kedua (ESL). Seramai 33 pelajar ESL tahun dua dari Fakulti Pengajian Pendidikan, Universiti Putra Malaysia telah terlibat di dalam kajian ini. Mereka telah dikategorikan ke dalam dua kumpulan iaitu kumpulan eksperimen dan kumpulan bandingan menggunakan kaedah rekabentuk padanan. Kumpulan eksperimen telah ditentukan ke dalam kumpulan penulisan *Facebook* manakala kumpulan bandingan pula ditentukan untuk tugasan secara bersemuka. Kaedah bersemuka dianggap sebagai kaeedah konvensional di dalam kajian ini. Kajian ini menggunakan kaedah separa kajian dengan data kuantitatif. Instrumen kajian yang digunakan di dalam kajian ini adalah ujian penulisan pre dan pos tempoh pengolahan serta satu set soal kaji selidik. Kerja lapangan ini telah dijalankan selama satu semester. Data yang diperoleh telah dianalisa menggunakan statistik deskriptif seperti markah purata, sisihan piawai, kekerapan dan peratus manakala statistik inferensi seperti ujian-t bebas dan ujian-t berpasangan telah digunakan bagi mencari perbezaan purata dalam pencapaian penulisan. Hasil dapatan dari kajian ini menunjukkkan bahawa tiada perbezaan yang ketara bagi keseluruhan pencapaian penulisan selepas tempoh pengolahan diantara kumpulan penulisan kolaborasi bersemuka dan *Facebook* serta dapatan yang sama juga diperoleh bagi isi kandungan, struktur, perbendaharaan kata, pengunaan bahasa dan pengurusan penulisan. Walaubagaimanapun, apabila purata markah dibandingkan dalam setiap kumpulan, bagi kumpulan penulisan berkolaborasi bersemuka, terdapat perbezaan ketara bagi keseluruhan pencapaian penulisan (t=-3.523, p=.003), isi kandungan (t=-5.694, p=.000), struktur (t=-.2.743, p=.014) dan perbendaharaan bahasa (t=-3.536, p=.003) kecuali bagi pengunaan bahasa dan pengurusan penulisan. Manakala bagi kumpulan penulisan berkolaborasi *Facebook*, terdapat perbezaan ketara bagi keseluruhan pencapaian penulisan (t=-6.864, p=.000), isi kandungan (t=-8.035, p=.000), struktur (t=-5.730, p=.000), perbendaharaan bahasa (t=-3.083, p=.008), penggunaan bahasa (t=-3.301, p=.005) serta pengurusan penulisan (t=-2.711,

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p=.016). Selain itu, persepsi pelajar terhadap kumpulan penulisan berkolaborasi *Facebook* adalah positif dengan markah agregat berkadar dari (M=3.00 ke M=3.18). Sebagai kesimpulannya, kumpulan berkolaborasi *Facebook* telah terbukti sebagai landasan yang baik bagi kaedah pembelajaran Bahasa Inggeris Sebagai Bahasa Kedua. Peranan kumpulan berkolaborasi *Facebook* dalam prestasi penulisan juga didapati berkesan secara statistik dan praktikal.

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LIST OF ABBREVIATIONS

CALL	-	Computer Assisted Language Learning
CMC	-	Computer Mediated Communication
CMCs	-	Course Management Systems
EFL	-	English as Foreign Language
ESL	-	English as Second Language
F2F	-	Face-to-face
ICT	-	Information and Communication Technologies
IIUM	-	International Islamic University of Malaysia
L1	-	First Language
L2	-	Second Language
MUET	-	Malaysian University English Test
PMR	-	Penilaian Menengah Rendah
SPM	-	Sijil Pelajaran Malaysia
SPSS	-	Statistical Package for Social Sciences
STPM	-	Sijil Tinggi Pelajaran Malaysia
TESL	-	Teaching English as Second Language
UPM	-	Universiti Putra Malaysia
VLEs	-	Virtual Learning Environments

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CHAPTER 1

INTRODUCTION

1.0 Introduction

Since the early 1960s, dramatic changes on how languages are taught have been witnessed by language teachers from time to time. Multifarious changes have happened in language learning in various perspectives from reading to writing, speaking to listening which had given enormous impact in the paradigm of learning per se. With the assistance of technology in language learning, a transformation known as Computer Assisted Language Learning (CALL) had changed the role of computers in the language classroom. Technologies no longer existed as machines or just functioning as a machine anymore, but it has become a broad form of social proprioception (Thompson, 2007). According to Thompson (2007), social proprioception provides a sense of connectedness and awareness to others without direct communication although the communities are not within sight.

The 1970s, witnessed various initiatives being facilitated by the Malaysia government to boost a wider adoption of ICT in every field including education. Education has shifted radically over the past decade especially with the existence of World Wide Web specifically the Internet. Multimedia technologies as well as the Internet come together in the form of the World Wide Web. Prensky (2001) asserts the changes that had happened to our students' ways of learning as a radical shift. Current methodology in teaching had shifted to a different perspective unlike what previous educators had employed before. With the emergence of technologies in education repertoire, the impact on pedagogy has become more apparent. The complexity of the implementation process has also become more apparent. Lanham (1993) emphasizes the importance of integrating computers in human life and especially in education due to the fact that students nowadays deal with a lot of writing and reading on the electronic screen. He further emphasizes that most current students who were born in the latest generations, are considered as techno-savvy learners whereby almost anything are electronic-text related. For instance, students nowadays can get their lecture notes just by downloading the paper from their education portal or institution websites instead of having it in handout forms like the old days. Additionally, besides having classroom discussion, they can have also online discussion without having to meet in real life.

Technologies have offered unlimited services that are reachable from industrial automation up to the field of education. It is indeed being stressed as a promising tool for advanced support of teaching and learning process. This provides insights that both teacher and students can be showered with infinite benefits when the technologies are utilised wisely in order to provide useful information to users. Besides, these technologies have also potential in becoming powerful tools for teaching and learning purposes. Having characteristics that allow negotiation through

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technologies, academic discourse communities can be created with the integration of academic writing analysis in the field of academic purposes using socio-cognitive approaches (Swales, 1990).

Additionally, new roles for users based on collective intelligence and social intelligence have been developed through innovative appearance are now playing an active part in the community by giving opinions, creating content, accessing the page, editing the information and also participating in the discussion and other activities as well. Earlier, the internet world had started with Web 1.0 where users play passive roles due to the limited passive viewing of content. Now, with the existence of Web 2.0, users are no longer assuming passive roles but they have become as a part and parcel of the content and information transmission (Cormode and Krishnan (2008). In comparison to Web 1.0, the roles have changed totally via Internet evolution. Available features and application in Web 2.0 created an urge to invest in computer-mediated collaborative knowledge learning at any levels (Grant, Owen, Sayers and Facer (2006).

As far as Web 2.0 is concerned, the advancement of technologies nowadays have allowed virtual synchronous discussions and provide useful applications that give freedom to users to share information either formally or informally in the most convenient way that one had ever imagined. Additionally, through the shared activities, learning process could be initiated and benefited by all users widely. The Internet acts not only as the medium for learning but also considered as a goldmine where people can dig in and search for whatever tools and information they like.

Social media is one of Web 2.0 tools and many existing tools have major implications for how learning takes place (Crook, Cummings, Fisher, Graber, Harrison, Lewin, Logan, Luckin, Oliver and Sharples (2008). Web 2.0 and social media applications have opened another portal where information can be transferred and collaboration can take place across borders without limitations of distance (Crook, et al. 2008). Accessible social media applications on the Internet allow connectivity within the educational environment that encourage creative thinking on how educators and students can benefit from the sharing, discussing and building upon and learning from content without limitations. Social media such as Twitter, Wikis and *Facebook* provide an interactive window on the world in real-time. The social practice of using such tools either synchronous or asynchronous collaboratively leads to active participations among users (Franklin & Van Harmelen, 2007). As Gerlach (1994) notes "when participants talk among themselves through social act, collaborative learning occurs through the talk (p.12)".

Aside from Wikis which is widely known in collaborative writing, *Facebook* has also emerged as a promising tool for collaborative synchronous and asynchronous writing due to its evolving applications (Chang, Pearman and Farha (2012). When *Facebook* first came up, people always update their status through "Write Status" application just for the purpose of socializing. Now, with the mushrooming of various

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applications via *Facebook* for instance *Facebook* group, plenty opportunities have been created which took into account the educational features in the socializing activities. For example, users can find promising platform for users to communicate and create discussion over their writing tasks. Besides comment, message and chat applications, users are offered with immensely means to have thorough discussion either synchronous or asynchronous and even open or close debate. The emergence of these tools has shifted the teaching of writing from an end-product approach to a process approach (Schultz, 2005).

Collaborative writing on the other hand, shows prominent potential in language learning either in the first language (L1) or in the second language (L2). Most studies on collaborative writing indicate that through collaborative writing, reflective thinking is encouraged and learners are assisted to have in-depth focus on grammatical accuracy, lexis, discourse and deeper understanding on the language (Storch, 2002; Hirvela, 1999; Swain & Lapkin, 1998; DiCamilla & Anton, 1997; Donato, 1994). Personal voice, the writer's interactions with community and collaborative writing are three criteria that can be found in writing instruction models. With the advancement of technology in education, such criteria are definitely matched with Web 2.0 features such as collaborative content, interactivity and personalisation (Millard and Ross, 2006).

Web 2.0 has provided a design that allows students to participate actively in a learning community (Franklin & Van Harmelen, 2007). In *Facebook* group, feature such as "Write Post" gives students the opportunity to share their thoughts and ideas over any topic discussed. On top of that, "Chat" and "Message" features give students another option if they opt to discuss discretely. Another pivotal available feature that is important in assisting writing is "Files" application which allows students either to upload a document or create a new one. Students can post comment on the uploaded documents afterwards. Such applications encourage students to be actively involved in the discussion in order to finish their final product. Kearsley (2011) emphasizes that active dialogue can be established through comments from collaboration with others and simultaneously, knowledge and other prominent principles could be constructed through self-discovery.

1.1 Background of the Study

Over the last few decades, language teaching has been considered as more of an art than a science where teachers apply their intuition, skills and conviction in their teaching. The factors of human nature and behaviour too have made it harder to treat language teaching with scientific rigor that can create better learning (Reeves, 2011). However, recent methods and approaches saw the establishment of scientific discipline as an important feature in language teaching. Hence, technologies such as the Internet more like any other technologies may contribute significantly to the education repertoire.

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These technologies are getting more advanced and sophisticated that individual acquires, retains and retrieves information apparently become more distinct (Chang, et al. (2012). Learning is perceived as a process of receiving knowledge and skills, or a process of acquiring and adapting new information. In the perspective of learning through technologies, available computer programmes, software had changed the way information is imparted to people especially students. Before the existence of social media tools, multimedia elements had taken place earlier in the imparting process (Warschaeur and Healey, 1998). For example, many teachers used to implement learning software such as CD-ROMS to replace or as complement to workbooks in schools that had brought the learning perspective one step above without neglecting the pedagogical implication.

However, recent advancement in technology has brought up learning repertoire to a higher level than before. For instance, the Internet has many web sites offering learners with unlimited version of intriguing multimedia elements such as animation, video, even narrative and written text. With additional self-assistance from the sites, learning had become so much fun and easier as compared to the traditional, one-way monotonous learning (Warschaeur and Healey, 1998). In the last few years, the emergence of various social networking websites such as *MySpace, Friendster, Facebook* and many more, have changed the way our people communicate and improve interpersonal relationship to another level. The emergence of such websites has also changed ways of learning to a more interactive and engaging activity.

The presence of social networking sites and applications have provided new and exciting opportunities for educators to enlighten learning platform for students in a more dynamic, collaborative and at the same time allowing them to socialize in a positive way. Potential transformation had been incarnated through this World Wide Web for educators and students alike (Richardson, 2006). Moreover, bigger and wider collaboration could be enhanced through Web 2.0 and networks of community can be created where resources can be shared especially among students (Rasha Fouad AlCattan, 2014). These applications include blogs, forums, e-learning, wikis, social bookmarking, social-networking sites and many more.

In order to fulfil the netizens' needs especially students, an academic evolution that focuses on empowering them with vibrant skills to fully utilize such technologies should be created and implemented (Crook et al., 2008). A profound change is needed in order to deviate the focus from emphasizing on classroom disciplines only, to developing students' personal attributes more, via technologies. The educational system should be refashioned and adapted so that more interactive learning will be based on creativity and collaboration among teacher and students.

In second language learning, through the change of "read" in Web 1.0 to "read and write" in Web 2.0, educators and researchers have discovered new ways in anticipating students' active participation. Technology savvy students can learn in online social networking with proper educational activities. With unlimited access

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worldwide, students are spoilt for choices with unlimited opportunities to write or speak for an international and broader audience. Online social networking sites have become alternative tools in language learning and teaching (Stanciu, Mihai and Aleca, 2012). Online social networks are no longer used for socializing. Instead it can be implemented as a platform for language learners to strengthen relevant skills in English language learning. Such application together with appropriate strategies can encourage informative conversation and collaborative content sharing worldwide. Autonomy and engagement in exchanging ideas and knowledge can be done through many social software tools for instance *Facebook*, wikis and blogs due to active roles played by students (Lee, McLoughlin & Chan, 2008; Ashton & Newman, 2006).

As one of the Web 2.0 tools, *Facebook* is a website that offers groups application of which contents can be edited by members of the page, giving opportunities for users to easily create and edit files collaboratively. In addition to that, *Facebook* group's privacy settings can be arranged to either open, closed or secret which allow students to work in group discreetly. Students no longer need to be afraid with the idea that lecturers might be able to access their profiles anymore. Wan Rusli Wan Ahmad and Nuraihan Md Daud (2011) point out in their research that students are normally against the idea on using *Facebook* in classroom setting due to invasion of privacy. However, with the evolving application, *Facebook* has offered group page which could initiate activities without intruding students' privacy life. In *Facebook* group, it entails no "Add Friend" connection (Wan Rusli Wan Ahmad and Nuraihan Md Daud, 2011). Everyone can be members of the group without the need to add others. In spite of that, students are still able to receive notifications made by the group members in every post and comment. This gives a huge advantage to researchers in tracking students' activities in the *Facebook* group.

The idea of integrating social networks and language teaching and learning is not widely employed in the education setting due to its initial purpose which is for socializing only. In fact, some scholars also emphasized that they could not see the relation of *Facebook* and any Web 2.0 tools in teaching and learning repertoire and identified them as inappropriate platform for that purposes (Waycott, Bennett, Kennedy, Dalgarno & Gray, 2010; Salaway, Caruso & Nelson, 2007; Lohnes & Kinzer, 2007). However, recent studies conducted by researchers from all over the world might have changed people's perception about social networking sites. With regards to writing, it is seen as the most difficult skill among the four skills involved in language learning. Some scholars also agree that writing is difficult to learn compared to other skills in language learning such as reading, listening and speaking. As Tribble (1996) identifies writing as "a language skill which is difficult to acquire" (p.3). It "normally requires some form of instruction" and "is not a skill that is readily picked up by exposure" (Tribble, 1996, p. 11). In Malaysia, writing skill has been taught since primary school until tertiary level of education. However, the quality of students' writing is still questionable despite their many years of exposure and learning the shells. Since all the four skills are taught integratedly, little time is provided to emphasize on each skill.

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In response to writing problems among ESL learners, collaborative practices are seen as great potential and solutions to be advocated in second language classrooms. Through collaboration, students' interest to be involved in collaborative writing can be increased (Kessler & Bikowski, 2010; Elola & Oskoz, 2010; Arnold, Ducate and Kost, 2009; Kessler, 2009; Storch, 2005). Usually, collaborative activities involve pair work project, and not many activities with more than two writers could be found. Storch (2005) also emphasizes that collaboration that involves more than two writers are difficult to find in collaborative writing projects and actually undertaken. Besides, he also points out there were only a small number of research studies for these types of projects and "scant attention" especially on students' views on writing collaborations, the processes involved and the produced output (p, 155).

Conversely, with the emergence of technologies such as Web 2.0 tools, activities like reading, writing and responding (replying to comments) can be done over the Internet more easily and not only restricted to pair work activities, but with more than two writers at the same time. Web 2.0 offers researchers as well as educators huge opportunities on how to integrate collaborative writing in the technologies and give additional insight in comprehending the effect from such technologies in collaborative writing process (Kessler et al., 2012). These activities can be realised due to the nature of Web 2.0 which allows many-to-many instead one-to-one communication only. In addition, composition or writing is still widely used as one of the methods to test language skills not merely in English but in other languages as well. The notion of studying students' writing ability in composition or essay forms dues not only result in high motivation for writing but also acted as an excellent backwash effect on teaching (Ping Wan, 2009).

With the emergence of technologies such as web-based platforms has created another space for students to be involved in interactive and stimulating learning experience in an informal learning environment. The advancement of technologies provides students a place to practice their English in a non-intimidating way, safer, more anonymous and change their insecurity and fear of making errors gradually outside classroom teaching. Most research related to Web 2.0 tools have pointed out the advantages that students and educators can gain in the implementation of such tools in writing. This view is supported by Hoopingarner (2009) who strongly agrees that "writing process can be enhanced through the Web 2.0 tools and encourage them to show their final output of writings" (p. 228). Thus, this study hopes to shed some useful insights for educators especially writing instructors and educators.

1.2 Statement of the Problem

Writing is a challenging task even in L1. In order to practice writing activities, it usually consumes the individual's time and involves physical efforts. Many learners perceive writing as a mundane activity and with additional obstacles in linguistics, psychological and cognitive problems, writing is seen as the least favourite activity among the four skills in language learning. People barely produce any written

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products be it on a piece of paper or in any technology devices such as computers, smart phones and word based gadgets. But, in English learning, writing is one of unavoidable activities to be done in the process of mastering the four language skills.

ESL learners with writing problems usually face difficulties in social and cognitive challenges related to second language acquisition (Myles, 2002). This results in the inability to produce good, quality essays and has jeopardized the flow of the teaching and learning process in ESL classes. Although many ESL learners at university have general understanding of grammar rules, not many are able to write academically at levels expected of them (Noriah et al. 2012). This is due to many of them who were not keen enough to make proper planning before writing and were not drafting or revising seriously ((Noriah Ismail, Sumarni Maulan and Nor Haniza Hassan, 2008). Students with poor English writing skills usually reduce the chances to be hired by either government or private sectors. Consequently, the rate of unemployed graduated students is rising due to the lack of quality skills especially in the English language (Zaliza Hanapi and Mohd Safarin Nordin (2014).

A good piece of writing requires students to practice efficient strategies in the writing process. This is what our students often lack of. Most of them fail to plan what they want to write. According to Noriah Ismail et al. (2008), students usually write in one process without attempting to plan and review sufficiently. In addition, another prominent problem in writing is that many ESL teachers ignore students' engagement and interest towards the writing activities and provided tasks (Noriah Ismail et al., 2010). Successful writing will only take place if the ESL teachers consider these factors seriously.

Besides writing in a conventional classroom teaching, teachers can expose students to other writing methods for variety in teaching writing skills, for example the use of collaborative writing. Collaborative writing is not a new method in ESL context. In this digital age, students can experience a new level of collaborative activities. Students are no longer required to meet up for the collaborative learning to take place. Besides, a more personalized attention and dialogue interaction is able to be established through the use of technologies. This can be achieved via innovative learning method such as online learning instruction (Supyan Hussin, 2006). In this current study, a social networking site, *Facebook* was utilized as a platform in collaborative writing in order to address students' writing problems and overcome their weaknesses in writing skill.

From this study, the researcher hopes that the educators and writing instructors will urge their students to make use of the additional writing instructions using social networking site like *Facebook* outside of class time. Therefore, the present study was carried out in an attempt to find out whether *Facebook* has the potential to improve students' writing performance through collaborative writing activities or otherwise.

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Additionally, the study also investigated students' perceptions towards the use of Facebook collaborative writing on ESL undergraduates' writing performance.

1.3 Objectives of the Study

The objectives of the study are:

1.3.1 To investigate the effect of face-to-face and *Facebook* collaborative by comparing:

1.3.1.1 the overall writing performance of the face-to-face and *Facebook* collaborative writing of ESL students in terms of their post-test scores.

1.3.1.2 the writing performance of the face-to-face and *Facebook* collaborative writing of ESL students in terms of their post-test scores based on five main categories: content, organization, vocabulary, language use and mechanics.

1.3.1.3 the overall writing performance of the face-to-face collaborative writing of ESL students in terms of the pre- and post- test scores.

1.3.1.4 the overall writing performance of the Facebook collaborative writing of ESL students in terms of the pre- and post- test scores.

1.3.1.5 the writing performance of the face-to-face and *Facebook* collaborative writing based on five main categories: content, organization, vocabulary, language use and mechanics.

1.3.2 To investigate the ESL students' perceptions toward *Facebook* collaborative writing on their writing performance.

1.4 Research Questions

1.4.1 Is there any significant difference between the face-to-face and *Facebook* collaborative writing on ESL students':

1.4.1.1 overall writing performance in the post-test?

1.4.1.2 writing performance in the post-test in terms of content, organization, vocabulary, language use and mechanics?

1.4.2 Is there any significant difference between the face-to-face collaborative writing of ESL students' pre- and post-test writing performance:

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1.4.2.1 overall?

1.4.2.2 in terms of content, organization, vocabulary, language use and mechanics?

1.4.3 Is there any significant difference between the *Facebook* collaborative writing on ESL students' pre- and post-test writing performance:

1.4.3.1 overall?

1.4.3.2 in terms of content, organization, vocabulary, language use and mechanics?

1.4.4 What are ESL students' perceptions toward *Facebook* collaborative writing on their writing performance?

1.5 Null Hypotheses:

There is no significant difference between the face-to-face and *Facebook* collaborative writing on ESL students' writing performance.

H_o 1: There is no significant difference between the face-to-face and *Facebook* collaborative writing on ESL students' overall post-test mean scores.

H_o 2: There is no significant difference between the face-to-face and *Facebook* collaborative writing on ESL students' post test mean scores in terms of content.

H_o 3: There is no significant difference between the face-to-face and *Facebook* collaborative writing on ESL students' post-test mean scores in terms of organization.

H_o 4: There is no significant difference between the face-to-face and *Facebook* collaborative writing on ESL students' post-test mean scores in terms of vocabulary.

H_o 5: There is no significant difference between the face-to-face and *Facebook* collaborative writing on ESL students' post-test mean scores in terms of language use.

H_o 6: There is no significant difference between the face-to-face and *Facebook* collaborative writing on ESL students' post-test mean scores in terms of mechanics.

There is no significant difference between the pre- and post-test writing performance of the face-to-face collaborative writing on ESL students.

H_o 7: There is no significant difference between the overall pre-and post-test mean scores of the face-to-face collaborative writing on ESL students.

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H_o 8: There is no significant difference between the overall pre- and post-test mean scores of the face-to-face collaborative writing on ESL students in terms of content

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H_o 9: There is no significant difference between the overall pre- and post-test mean scores of the face-to-face collaborative writing on ESL students in terms of organization.

H_o 10: There is no significant difference between the overall pre- and post-test mean scores of the face-to-face collaborative writing on ESL students in terms of vocabulary.

H_o 11: There is no significant difference between the overall pre- and post-test mean scores of the face-to-face collaborative writing on ESL students in terms of language use.

H_o 12: There is no significant difference between the overall pre- and post-test mean scores of the face-to-face collaborative writing on ESL students in terms of mechanics.

There is no significant difference between the pre- and post-test writing performance of the *Facebook* collaborative writing on ESL students.

H_o 13: There is no significant difference between the overall pre-and post-test mean scores of the *Facebook* collaborative writing on ESL students.

H_o 14: There is no significant difference between the overall pre- and post-test mean scores of the *Facebook* collaborative writing on ESL students in terms of content.

H_o 15: There is no significant difference between the overall pre- and post-test mean scores of the *Facebook* collaborative writing on ESL students in terms of organization.

H_o 16: There is no significant difference between the overall pre- and post-test mean scores of the *Facebook* collaborative writing on ESL students in terms of vocabulary.

H_o 17: There is no significant difference between the overall pre- and post-test mean scores of the *Facebook* collaborative writing on ESL students in terms of language use.

H_o 18: There is no significant difference between the overall pre- and post-test mean scores of the *Facebook* collaborative writing on ESL students in terms of mechanics.

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1.6 Significance of the study

The nature of teaching and learning has undergone a substantial change in the past 20 years and continues to change. In line with the change, technologies have also evolved from allowing us to do work on a computer to enabling us to read information from tablets or smart phones. The existence of new environments like virtual world has created additional opportunities and challenges for teaching and learning especially in the ESL context. Therefore, this current study is hopefully to shed light to education stakeholders in tertiary level of education in order to keep up with the advancement of technology. The significance of this study is to utilize students' interest on *Facebook* since this particular social network has been used frequently as socializing platform. *Facebook* applies some of CMC features that allow students to share, tag and like pictures, links, give comments either synchronous or asynchronous with people around the world at ease. The available features are believed to be used for academic purposes by utilizing collaboration element through comment and files application in *Facebook* group. Studies show that students actively post and respond by giving comments on the wall of their own or others because they feel obliged to do so (Melor Md. Yunus, Hadi Salehi., Choo Hui Sun, Jessica Yong Phei Yen, and Lisa Kwan Su Li, 2012). As a result, students are able to practice their writing skills through giving comments as supported by Kabilan, Norlida and Jafre (2010) in their study that writing structures were improved by reading peers' comments and posts on the wall. Therefore, this study had employed *Facebook* group as a platform for ESL students to practice their writing skills using guided guidelines as proposed by Flower and Hayes (1981) for novice writers.

Apart from that, this study also is hoped to shed some insights to educators by giving ideas on how to integrate Web 2.0 tool specifically social networking in teaching specifically writing composition per se. From the result of this study, it is hoped that it can lead to improvement in language teaching. As far as the English language is concerned, teaching and learning English could be a daunting task even for students who demonstrate good literacy in English. Learning from Web 2.0 tools specifically social media tools can provide students and teacher with extra opportunities in teaching and learning English from the comfort of their own homes or any places they want to. Web 2.0 can engage students in active learning whereby they can develop, create, and share their thoughts online. Thus, an attempt to develop pedagogic support for Web 2.0 tools using social networking websites will enable educators to find the potential impacts of its use in education. Moreover, it is believed that in the future, the use of this type of tools will be a fundamental part of communication with students in both teaching and learning academically.

Albeit there are many advantages of the use of social media in language learning, it is found that there were only few documented studies on use of *Facebook* and face-to- face in collaborative writing. Hence, in these circumstances students should be exposed to writing in social networking academically so that they will be able to practice their writing skill not only in a classroom but also outside formal classroom

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