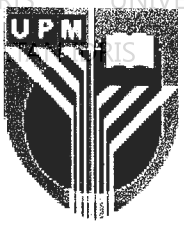
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UNIVERSITI PUTRA MALAYSIA

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

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

By

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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as well. The perception that differentiates between writing in social networking as 'communication' and writing in classroom as 'writing' hope to be changed accordingly.

Conversely, with regards to *Facebook* nature, it does not have complete features similar to actual processing words tools likewise Ms. Words or other social networking site that has more complete words processing tools than *Facebook* like Wikis. In *Facebook*, there are only eight words functions for instance bold, italic, underline, numbering, bullets, spacing, title box and spell-check feature. Therefore, due to this limitation, *Facebook* might not be available to show the process of drafting, revising and finalizing the essays writing clearly.

Additionally, from this study, educators may also find the easiest and cheapest ways to engage students actively in the learning through the social media. Despite social media has been used widely by instructors and students yet very little valid evidence is available concerning the use of social networking sites on students' engagement in learning as well. This is the duty of the educators to manipulate the available platform and make it beneficial to the teaching and learning field. With proper exposure to the use of *Facebook*, learners are being well-guided and able to make their learning more personalized as well as fun simultaneously.

1.7 Limitations of the study

One of the limitations of this study is that the respondents were from one intact class only. A class of undergraduate ESL students from the Faculty of Educational Studies was chosen to participate in the *Facebook* collaborative writing. Therefore, due to the small number of sample, results may not be implied beyond the specific population which the sample was drawn which in this case to the rest of the population of ESL undergraduates in Malaysia. This group could not represent the whole population. Additionally, there is also the probability in terms of small number of sample or there are people who refuse to participate in this study or even there might be some of the respondents who drop out part way through. Besides, there also might be another obstacle in terms of time constraint. Since this study has nothing to do with participants' curriculum activity, some of the writing activities might interfere with their existing curriculum schedules. Hence, it will affect the result of the finding to this study.

Additionally, this research utilized *Facebook* as a medium in collaborative writing. In order to create homogenous criteria for comparison and experimental groups, there was no teacher's feedback for comparison because in experimental group, they utilized *Facebook* as a part of their treatment without getting feedback from teacher. Thus having teacher's feedback will affect the outcome and result to biasness and become a threat to this study in terms of homogeneity.

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1.8 Definition of Terms

In the present study, the following definitions are provided to ensure uniformity and comprehension of these terms throughout the study. The key terms used in the study are as follows:

Computer-Assisted Language Learning (CALL)

Computer-Assisted Language Learning (CALL) as defined by Levy (1997: 1) is "the search for and study of applications of the computer in language teaching and learning". It is a field about language learning that includes computer technologies along the learning process.

Second Language (L2)

L2 stands for second language or foreign language which any language a person knows, is learning or is acquiring in addition to their native language or mother tongue. In Malaysia, English is the second language. Therefore, students who learn English in Malaysia are considered as L2 learners.

English as a Second Language (ESL)

According to Oxford Advanced Learner's Dictionary (2005), "English as a Second Language refers to the teaching of English as a foreign language to people who are living in a country in which English is either the first or second language." (p. 517). In this study the ESL learners comprised of a total of 33 second year undergraduates from Universiti Putra Malaysia.

Computer-Mediated Communication (CMC)

Computer-Mediated Communication (CMC) is defined as transaction between networked computers that consists of communicative actions. The examples of CMC are instant messages, e-mails, chat rooms as well as text messaging.

Facebook

Facebook refers to a popular online social networking site that is used to accommodate students in collaborative writing for the present study. *Facebook* is free for everyone and does not require any fees upon registration and user-friendly in terms of interface and functions. In this study, students' personal accounts were not intruded due to the use of *Facebook* group application.

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Face-to-face

A face-to-face communication is a process of conveying information in real time by sender and receiver. In this current study, face-to-face collaborative writing refers to a group of students who meet in a classroom setting and have discussion using the conventional method for the collaborative writing tasks.

Writing Performance

Writing performance in this study refers to the scores obtained by respondents in pre-writing test and post-writing test given by two raters (see Appendix A). The proportion of marking scheme is based on Jacobs' et al. (1981) ESL Composition Profile namely content (30%), vocabulary (20%), organization (20%), language use (25%) and mechanics (5%). However, there are many factors that could influence students' scores such as teachers' feedback, motivation and anxiety level. To ensure the groups' homogeneity, such factors were not considered throughout this study.

Collaborative Writing

According to Wells (2000), collaborative writing is an activity that requires people to work together in the writing activity by creating and re-creating knowledge in the discourse. Meanwhile, according to Farkas (1991), collaborative writing can have more than two writers to compose, modify, edit, or review a document based on the ideas of the persons. In this study, the face-to-face collaborative writing consisted of three groups of four and one group of five people meanwhile *Facebook* collaborative writing consisted of four groups of four members.

Comparison group

In this study, the comparison group is a group that received conventional treatment of face-to-face collaborative writing instead of not having any treatment at all. According to Krathwohl (1993) and Campbell and Stanley (1963), there is no control group in a quasi experimental research and this kind of group is recognized as 'treatment' and 'comparison' group. Although there was no control group, the researcher used this comparison group as control group meanwhile the treatment group as experimental group.

1.9 Summary

In this chapter, the researcher has explained the background of the study. The role of Web 1.0, Web 2.0, social networking, collaborative writing, writing problem in ESL in education has also been explained thoroughly. The statement of problem was also discussed in detail and suggestions to solve the problem through this study were also pointed out either theoretically or practically. The limitation of this study will be

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useful guideline for future researchers to consider. There are also definitions of terms presented to describe certain terminology involved in the study.

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CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This section explores several identifiable and relevant areas pertinent to the topic of this research. The topic of discussion will be centred on theories of writing in general namely theoretical approaches to teaching writing such as controlled-composition approach, paragraph pattern approach as well as the process approach. After that, further elaboration will be given on the definition of one of the internet tools, Web 2.0 specifically social networking, *Facebook*. Additionally, the use of *Facebook* in education, the advantages of *Facebook* in language learning, disadvantages and challenges will be further discussed later in this chapter. After that, together with sociocultural learning theory, cognitive process approach will also be elaborated followed by past studies, theoretical framework and conceptual framework.

2.1 Definitions of Writing

Writing is one of four skills included in learning English. Writing is a complex process whereby people need to pour the spoken idea in written form. The tricky part in writing is that it must be specific and clear in order to get feedback from their audience compared to speaking. This is confirmed by Garlikov (2000) in his study where it was found that in order to avoid misunderstanding or disagreement, writers need to be very clear when explaining their ideas.

Writing has been defined in a variety of ways by many scholars that reflect the complexity of the writing process and display lack of consensus to what writing is. From the perspective of traditional view, writing emphasized more on form and the final product meanwhile present research focused more on the writing process and strategies in achieving the final product. Candlin and Hyland (1999) define writing as a social process. They noted that:

> "*Writing is therefore an engagement in a social process, where the production of texts reflects methodologies, arguments and rhetorical strategies constructed to engage colleagues and persuade them of the claims that are made*" (pp 107).

On the other hand that, Byrne (1988) defines writing as the combination of letters that acts as forming graphic symbols (p. 1). As simple as it may sound, writing is actually far more complicated than forming graphic (picture). In attaining the final product, learners have to go through complicated writing process. Tribble (1996, pp.

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3) supports this view by stating one of the difficult language skills to be acquired is writing and some form of instruction throughout the process is required. Lannon (1989) further elaborates that writing is "a transformation process of material discovered either by research inspiration, accident, trial and error or any others methods into a message with a definite meaning… writing is a process of deliberate decision (p.9)".

Despite contradicting definitions given by various parties, writing skill is getting more complex as it climbs to a higher level of education which requires learners to expand their writing skill from the basics elements such as spelling and mechanics up to the language use and organization. Through the complex process, writers are allowed to be creative in their own ways by exploring thoughts and ideas and transforming it down into a piece of paper. Not only creative thinking, critical thinking is also instilled thus allowing learning to take place and give space for reflection. When the thoughts are made visible and concrete, ideas can be examined, reconsidered, reorganized and modified.

2.2 Writing Process Approach

One of the traditional approaches in teaching writing was controlled-composition approach. This approach views language as a form of speech and learning as habit formation. Therefore, in this stage writing is seen as unimportant to learn compared to other skills. Rivers and Temperley (1978) also claim that writing as "the handmaid of the other skills… which must not take precedence as a major skill to be developed," (p. 241) and must be "considered as a service activity rather than as an end in itself;" (p.258).

Back then, writing was utilized as a support in language learning in order to practice sentence structure. Formal linguistic accuracy was given emphasized by teachers who act as editor and proofreader instead of the quality of ideas or expressions meanwhile students act as imitator and manipulator of the learnt structures.

Due to this issue, paragraph pattern approach was developed to substitute controlled-composition approach. This resulted from an awareness that controlled composition itself if insufficient because learners need to produce extended written work more than merely producing grammatically correct sentences. This approach focuses more on the above-sentence level such as the organization. In addition, this approach deals with the arrangement of discourse forms and logical construction which are the primary concerns in writing. Focus was given on its elements such as topic sentence, supporting ideas, concluding sentence and also for its development. From paragraph principles, it develops into more complex texts for the essay development in the structural components such as introduction, body and conclusion.

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The process involved within this tradition was students were required to produce a paragraph that consists of similar organization with the original version. Besides, relevant facts need to be gathered and rearranged in logical order so that a complete text based on the outline is formed. Not only that, students can also complete a paragraph or a story by creating the beginning, middle or ending to the section. To sum up, both traditional approaches perceive writing as a process of developing and rearranging sentences and paragraphs into certain template. It was no longer focusing on sentence-level and grammar practice, but it is widen up to paragraph structuring, the use of a range of linking devices as well as functional categories. In short, the final product has always been the centre of attention within traditional teaching of writing.

Through many pitfalls resulting from controlled-composition and paragraph pattern approach, another expressive approach was paved during the 1980s and it is called as cognitive process approach. In this approach, the writing process has become the main backbone which emphasizes on the transition process, individual writing styles and students' fluency and creativity as well (Zamel 1982, cited in Reid, 2001). Earlier in the process approach, students do the writing on their own with little intervention as possible. Teachers' role was to provide assistance rather than merely to give instructions. According to Pritchard and Honeycutt (2005), teachers should not provide any specific assignments or exercises in sentence construction, offer assistance in analyzing writing or design structure activities in identifying data examination.

In this early model, the process approach model was linear and rigid. It perceived proofreading and editing process as the same and on top of that it did not involve direct instruction. With the evolution of this approach, in order to produce a good piece of writing, writing process contains a number of stages or activities. This approach has promoted positive collaboration, encouraging environment with little interference and work through the processes. Teachers' role has changed and developed "to assist students in developing viable cognitive strategies for getting started, for drafting, for revising as well as for editing." (Silva, 1990, p.15). The idea of having students to experience lots of strategies for thinking process, brainstorming, drafting, rereading, revising, editing and proofreading are many elements that teachers need to help students with strategies for working with text and writing well.

There are many stages of writing that illustrate the writing process. For instance, Oshima and Hogue (1991) introduce three stages of writing process namely pre-writing, planning (outlining), writing and revising drafts. On the other hand, Hedge (1988) classifies writing in the process by brainstorming the ideas collectively, planning and outlining, making notes, making a first draft, revising, re-drafting, editing and final version. Apart from that, Byrne (1988) also adapted similar steps likewise list ideas, make an outline ('scaffolding'), write draft, correct and improve the draft and write the final output.

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The reason these stages were introduced was because students possess different abilities in producing essay writing. Some students do not make correction or review their essay after finished writing for the first time. This usually happens to inexperienced or novice writers. They take for granted the need for revision and consider rewriting as punitive. However, the disparity between experienced and inexperienced writers could be seen when experienced writer appreciate and enjoy revision as they could discover more when writing and rewrite. Given this differences, over twenty-plus year composition researchers have endeavoured to parse the process via various models of writing composition.

In 1980, Linda Flower and John Hayes had introduced an influential contemporary model of writing process models. Their model is divided into three parts namely the task environment, the writer's long-term memory and the writing processes. With this cognitive process model, they hope that it will help writers especially novice writers to have better, clearer and deeper understanding via the guideline given. It is pivotal for novice writers to understand the cognitive process used in writing so that better overall revision will be fostered thus helping them to revise more effectively.

In this model, writers will be introduced to the long term memory of the writer that consists of information on the topic, audience and stored writing plans. Besides, additional cognitive processes such as planning, translating, revising and monitoring stage are also introduced. Planning is divided into three categories namely generating, organizing as well as goal setting. There are also task environment that included the writing assignment and the text produced so far. In the meantime, revising or reviewing is deliberated into two parts, evaluation and revision. In the writer's long term memory, writers usually will compare what they have based on their background knowledge with the task given. Then, after doing some planning, organizing the contents and goal setting, they began juggling with translating ideas before composing any new text in the revising phase. Throughout this process, it is monitored closely. The cognitive process model of the composing process can be seen in Figure 2.1.

Current-traditional rhetoric approaches had provided a beneficial model for contemporary scholars to explore the potential and limitations of contemporary writing via technologies especially social media that has created new means of student interaction. This has opened a new portal to teaching writing with a methodology and vocabulary for examining the current role of invention in an age of *Facebook* and distance learning. In recent studies, many positive findings on language learning were found due to the utilization of online learning and instruction. Conroy (2010) asserts that students at tertiary level of education are competent users of Internet-based tools and application, hence language learning can be assisted via Internet based that allows them to be independent learners in language learning and

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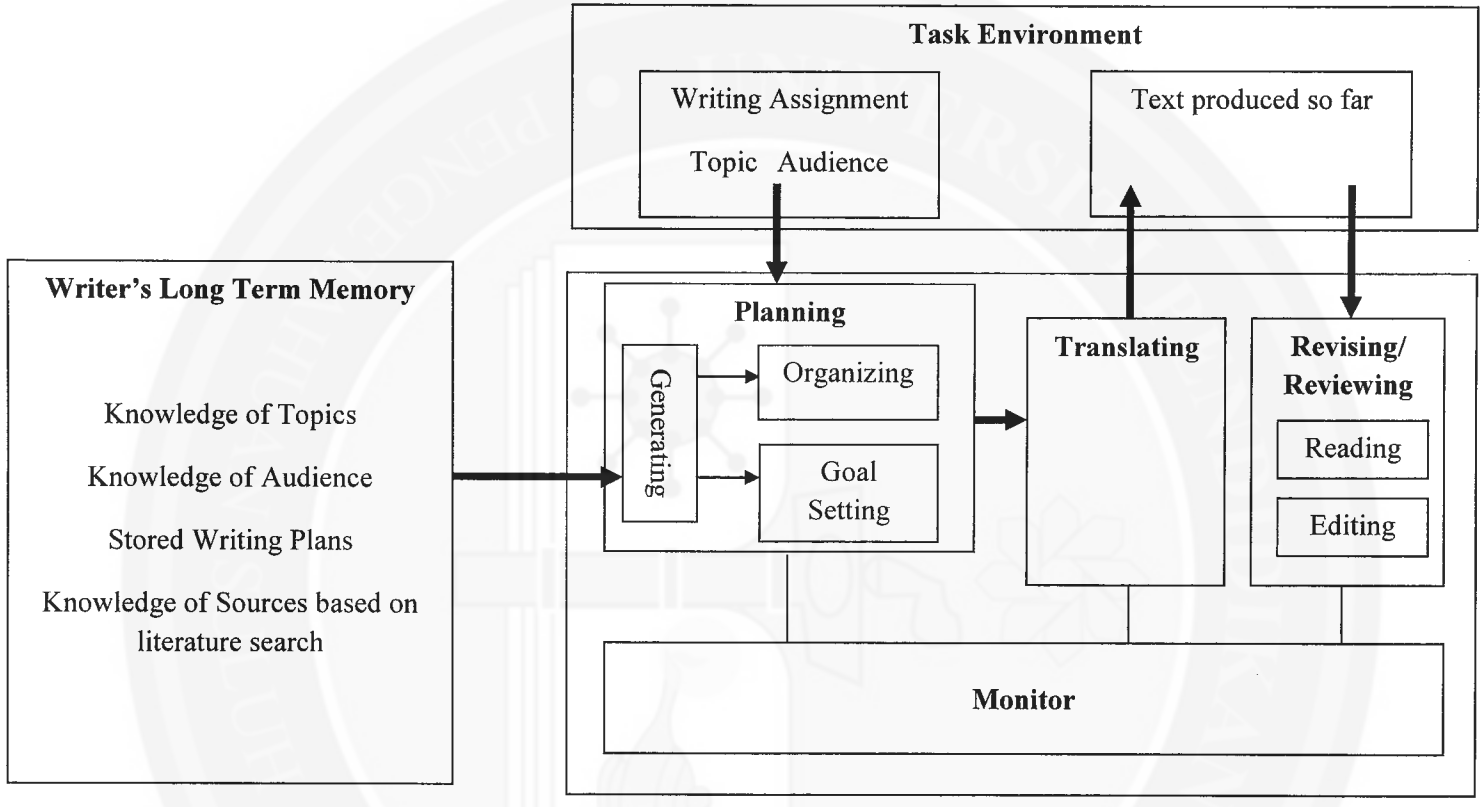


Figure 2.1 Cognitive Process Model of the Composing Process (Flower & Hayes, 1981, p. 370)

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academic writing as well. Therefore, by taking advantage of *Facebook* invention, the cognitive process approach can be combined together for the purpose of teaching writing. This can be done through collaboration since platforms for discussion are available online. With regard to cognitive process approach, the comment feature allows students to discuss the writing activities to be done in stages as proposed by Byrne (1988). In the writing tasks, participants were required to produce argumentative essays. As far as argumentative essay in collaborative writing is concerned, its nature requires students to have dialogue interaction when deciding the stance, brainstorming, developing and organizing the ideas collectively. This can be done using comment as well as chat features that are available in *Facebook*. Additionally, students can also use additional emoticons that resemble one's feeling when discussing. They can also edit the content of the writing tasks when necessary because 'Edit' button is now available for users to make amendment. In the *Facebook* group, the 'Files' link allows participants to make an outline, draft and improve their drafts before finalizing their essay. The features in *Facebook* have provided similar stages with face-to-face method but in a more interesting and fun way. Further elaboration of *Facebook* will be discussed further throughout this chapter within Web 2.0.

2.3 Writing in ESL context

Writing can be a daunting task for native speaker of English and let alone second language learners. This problem undoubtedly has influenced ESL writing proficiency based on the findings from several research studies on learners' writing skills and the obstacles in the context of ESL. One of previous studies shows that students in ESL context have different problems in writings especially in the use of language (Musa, Lie & Azman, 2012; Maros, Hua and Khazriyati, 2007).Writing in ESL is seen as one of the most important skills to be learned because it helps learners to understand and have better understanding of the concept. Voon (2007) also emphasizes that writing is such an important learning tool due to its assistance in comprehending ideas and concepts better.

In spite of its enormous assistance in learning and acquiring language learning, many students fail to have better grasp of this skill. This is because most students have to deal with a lot of other demanding courses, yet they also need to have good writing skills. They are expected to have a higher level of writing performance and because of that their anguish and apprehension towards writing become worsen at the university level (Nor Aslah Adzmi, 2009). Although many ESL students at the university have a general understanding of grammar rules, not many of them are able to write academically at levels expected of them. Consequently, they produced low quality essays and have poor writing performance (Noriah Ismail, Supyan Hussin, Saadiyah Darus, 2012).

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One of the problems that contribute to this is that many of them are not keen to drafting or revising seriously (Noriah Ismail, Sumarni Maulan and Nor Haniza Hassan, 2008). It is important for ESL students to plan and draft the ideas before they can produce a good piece of writing. However, according to Reid (1996), students usually start the writing process immediately without making proper planning. The ideas they have in the beginning might have faded away albeit they have many points to be written due to the inability to making proper draft on paper. The purpose of doing draft is to organize the ideas so that it will not become fragmented and incoherent. Although students might recall the ideas by repeating it (Ebinezar, 1997), at the end of the day, the final product of the essay might seem clumsy and redundant with pompous statement. This could happen when students keep using the same ideas without elaborating the points to the next level.

Another prominent problem concerning writing instruction is that many ESL teachers neglect the important factors for successful writing such as students' engagement and interest towards the writing activities and tasks being provided (Noriah Ismail, Suhaidi Elias, Intan Safinas Mohd Ariff Albakri, P. Dhayapari Perumal and Indrani Muthusamy, 2010). A study conducted in UPM among ESL lecturers and students found that the method used for teaching writing is the least favored and least effective (Noriah Ismail et al., 2012). Additionally, Cheong and Chow (1998) found that second language learners are usually hesitant in writing and lack of assurance in dealing with writing task due to the inability to develop ideas in English with limited grammar knowledge and vocabulary. Swain (1985) further emphasizes that L2 writers usually are having difficulties when it comes to decision-making in order to match their linguistics ability to formal academic writing. As a way to overcome these problems, collaboration in writing has come in handy. Storch (2005) asserts that writing convections and linguistic of second language had been developed through collaborative writing underpinned from sociocultural perspective. L2 writers are impelled to express their ideas and make decisions throughout the process of producing their writing output.

Collaborative writing can be done either using the conventional way of teaching like having face-to-face discussion or with today's techno savvy learners; everything has been made easier at the tip of a single click. Neither teachers nor students require sitting and meeting face-to-face for the collaboration to be done. Further elaboration is made bellow.

2.4 Collaborative Writing

The nature of collaborative writing has transformed the typical writing activity done by an individual to group endeavour. The writing product usually has gone through multiple hands for revising. Farkas (1991) defines collaborative writing as below:

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i. two or more people jointly composing the complete text of a document;
ii. two or more people contributing components to a document;
iii. one or more person modifying, by editing and/or reviewing, the document of one or more persons; and
iv. one person working interactively with one or more person and drafting a document based on the ideas of the person or persons. (Farkas, 1991, p.14)

In collaborative writing, people are doing things together to create and recreate knowledge in the discourse (Wells, 2000). In collaborative setting, knowledge is developed by individuals working together and put their efforts in order to achieve a common objective or overlapping purposes (Wells, 2000; Wenger, 1998; Lave & Wenger, 1991; Freire, 1970). Wells (2000) further elaborates that

> *"Knowledge building thus happens in the course of collaborative meaning making through discourse; learners progress towards their own understanding through the constructive and creative effort involved in saying and in responding to what was said" (p.74).*

Moreover, collaboration is seen as an attempt that is done collectively in getting mutual consensus that is better than individual understandings (Wells, 2000). Learning is increasing through the act of "do things together, negotiate new meaning and learn from each other" (Wenger, 1998). As Freire (1970) posits that knowledge is contributed by learners and no longer being dependent to instructor solely who is usually the active agent of learning. Dynamic interactions from collaborative learning have assisted learning in more meaningful ways.

Writers or learners can choose to execute collaboration in two ways; through traditional form of face-to-face or online collaborative activities. Both face-to-face and online collaborative environments are highly interactive. For instance, they can request for clarification to be answered instantly, if they are online at the same time (synchronous). However, face-to-face collaborative environment allows writers to be more expressive in terms of facial cues and body gestures when communicating. On the other hand, online collaborative environment provide platform in a more asynchronous, written form. Albeit online medium lacks immediacy of response because sometimes not all users are online at the same time, yet it allows ample time of more considered feedback.

There have been many studies that prove face-to-face group engage in discussion frequently compared to online discussion. Throughout the writing process they plan together, make drafts and sometimes they even meet for further revisions. However, being the traditional method has its own drawbacks especially when the writing is conducted in larger groups. These problems can be overcome by computer technologies that support such activities (Olson et al. 1992). Kessler (2009) also agrees that technologies developed nowadays have influenced the nature of collaborative writing

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whereby many-to-many communication is accessible. As such, it has involved writers to plan and engage in collaborative tasks inclusive large number of authors. Kessler (2009) further adds that students' sense of ownership and autonomy are also promoted through the use of these technologies. As a result, there were many research studies related to individual autonomy in collaborative writing due to the ease of use in assignments provided by these technologies (Kessler & Bikowski, 2010).

Many studies have shown that social networking sites are capable of supporting collaborative learning, engaging students to think critically and also enhancing communication and writing skills through seeing and giving feedback on peers' work in tailored environments (Lockyer & Patterson, 2008; Ajjan & Hartshorne, 2008). There are many benefits for language learners in integrating social networking sites like *Facebook*, Twitter or blogs in classroom teaching. According to Blattner and Fiori (2009), students are hampered with chances to connect with their friends, instructors and also native speakers globally which lead to construction of educational outcomes and development of social pragmatic competence in communication. Collaborative activities can be accomplished via networks created for collaborative learning such as to complete a project on *Facebook*. According to Yue Meng & Stanley (2013), interaction could be achieved via available tools in social networking sites such as instant messaging and opportunities for active engagement could be created from other group members to discuss the project together, delegate individual task and merge individual learning output.

2.5 Computer Assisted Language Learning (CALL)

Computer assisted language learning or CALL has changed the way human and machines interact in language learning. Started from behaviouristic CALL, learning was perceived as repetitive of language drills. Computer as tutor was never exhausted in providing learners with practices, grammar activities and translation tests (Ahmad, K. Corbett, G., Rogers, M. & Sussex, R., 1985). Lado (1964) notes that the behaviourists believed all learning either verbal or non-verbal are formed through habit formation. Meanwhile, Lightbown and Spada (2000) imply behaviourist practitioners believe that language acquisition takes place as the result of imitation, practice, and feedback on success and failure. The main elements that lie behind this theory are imitation and practice. Imitation is seen as the act of repeating verbal action in the form manipulation (Lightbown and Spada, 2000). This program entails repetitive language drills whereby the courseware delivers instructional materials to students that functions as mechanical tutor. Lado (1964) says that repetitive experiences of these associations become stronger through time thus allowing L2 to progress further.

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Language acquisition occurs when children acquire the language in a conducive environment. According to Lightbown and Spada (2000), they believe positive feedback or encouragement can be drawn from suitable environment that surrounds the children. Moreover, the success of language acquisition requires more than just imitating and positive environment but the quality and quantity of language data being exposed to the children. Since then, behaviouristic CALL has progressed to another phase known as communicative CALL.

Unlike behaviouristic CALL, communicative CALL focuses on using form rather than on the form itself. Some scholars believe that grammar should be taught indirectly as opposed to direct method. Jones and Fortescue (1987) are not fond with the idea of manipulating form repetition and believe students should be initiated to produce their own utterances. Steven (1989) posits that behaviouristic CALL was replaced by Communicative CALL because the activities in the courseware should be able to encourage intrinsic motivation and active participation between student-computer and student-student. One of the courseware available during this phase were non-drill format program that known as 'knower-of-the-right-answer' (Taylor and Perez, 1989). Next, computers act as tutor whereby students explore their own learning in terms of their choice, control and interaction. In short, learners were able to learn at their own pace and get hints and sample answers along the activity. Besides that, computers also assume role as tool or workhorse. As far as the role of workhorse is concerned, it empowers students with understanding in the language use. Additional tools were added in the computers to assist students how to use the language correctly and conveniently such as grammar and spelling checker, word-based processors, desktop publishing programs and concordances.

In respect of communicative CALL, due to certain drawbacks of its performances, integrative CALL was introduced to replace this phase. As opposed to communicative CALL, integrative CALL is the incorporation of the four language learning skills namely listening, speaking, writing and reading with the use of technology per se into the world of language teaching (Warschauer & Healey, 1998). In this phase, students engage in a lot of interaction between students and computer. Students need to use their senses namely seeing and listening to retrieve the information. In addition, all the learning skills such as speaking, listening, reading and writing are not learned in isolation. Hypermedia, multimedia and the Internet are examples that combined such skills into a single activity. As a result, successful learning was promoted due to the ability to fully navigate students' learning process whereby they are able to learn at their own pace and move at any level they want without the need to follow step-by-step regulation (Gilliver, Randal & Pok, 1998).

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2.6 Web 2.0

In the last few decades, the Web was a mixture of very formal things such as technical specification, and informal things such as games to the viewers. Like any other technology, the Internet is evolving rather quickly. The turning point of the evolution was initiated by Web 1.0 before 1999 whereby it was known as the Read-Only era. In this era, users were allowed to read only any information presented to them. During that era, there was no active interaction or roles between users and the web.

Therefore, due to the lack of information exchange between users and the web, in 1999 the Web 1.0 has been upgraded to Web 2.0. This era was known as the Read-Write-Publish era. In this era, one of the most prominent applications was LiveJournal and Blogger whereby both were launched in April and August 1999 respectively. One of the most significant changes in Web 2.0 is that the users not only can read the website but they can also engage actively and contribute to the web using many platforms with only a few clicks away. This era empowers the common users with basic knowledge of how to use available platform such as Blog, Social-Media and Video-Streaming. Youtube, *Facebook*, Twitter, Flickr to name a few, are examples of remarkable applications that can be found in Web 2.0.

With the evolution that has taken place over the years ago, the emergence of new web technologies has created web applications that are more intelligent collectively and allow social activities simultaneously. Web 2.0 has opened a platform that allows users to actively engage and collaborate in learning activities. In higher education context, this situation promotes students to a different and exciting learning experience. Unlike Web 1.0, this time around users are allowed to share their thoughts, edit contents and be a part of the community in the World Wide Web. With such intelligence, new philosophy of transformation has been acquired by users and shared to each other in any form of context which existed. Rubio, Martin and Moran (2007) emphasize that through Web 2.0, everyone nowadays is connected and as a result an expression of 'social intelligence' has been popularised at the same time. This emphasizes active engagement among users and in learning process; it has definitely promoted active learning among students as well.

With the nature of active participation through the Web 2.0, users or learners are constructing their own understanding upon learning. Examples of Web 2.0 applications that allow learner to construct their own conceptual understanding are wikis, mashups, tags, and social networks such as blogs, MySpace, *Facebook*, Twitter and many more. With these 2.0 tools, opportunities are wide open for sharing information and collaborating activities. These opportunities should be grabbed as Alavi (1994) believes learning process is best acquired via students' engagement in constructing knowledge.

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During the process, the act of acquiring, generating, analyzing, manipulating and structuring information are formed.

2.6.1 Social Media

In the higher education context, social media has been used frequently either by students or lecturers. Social media is one of the examples that can be found in the computer technologies. This includes Internet websites that offers services of supporting collaboration, community building, participation and sharing resources. According to Hughes (2009), social media tools have attracted students and educators to engage actively in the teaching and learning process thus motivate them to become active users. With the presence of such tools, the learning process is becoming more interesting unlike the previous ones and this could be obtained through the use of social networking sites, blogs, video sharing and Twitter (Schroeder, Minocha & Schneider, 2010; Ebner, Lienhardt, Rohs & Meyer 2010; Grosseck & Holotescu, 2009; Rankin 2009).

Social networking site is one of the Web 2.0 tools that has the capability to support communication and allows collaborative content generation. Collaboration using electronic networks has allowed information and ideas to be created, analyzed and produced more readily and efficiently (Belisle, 1996). This has increased complexity of writing through the writing collaboration (Sotillo, 2000) and enhanced writing quality (Storch, 2005) as well as motivated students to learn (Kowal and Swain, 1994; Swain & Lapkin, 1998).

Social media is an application that employs group interaction. Social networking is an example of social media category for instance *Facebook*, MySpace, Twitter or Youtube. According to eBizMBA website in 2010, *Facebook* is the most well-known and frequently visited social network. A survey was conducted by an international firm TNS to show number of hours spent by people around the world. From the finding it was found that Malaysians had the highest number of friends with an average of 233 people in their social network, followed by Brazil, 231 and Norway with 217 friends while the least number of friends belongs to Japanese users with an average of 29. Furthermore, the article also revealed that Malaysians spend nine hours weekly on social sites. It can be concluded that Malaysians spend most hours in front of computers to visit social networking websites compared to other countries.

On top of that, there was also another survey that was conducted to students at Research University and inferred that 85% of them are having *Facebook* accounts while the Higher Education Research Institute (HERI 2007) also revealed that 94% of first year students are using the same social networking website. Through this statistic, it clearly

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shows that social networking websites have a part of higher education students' lives (Jones & Fox 2009; Matney & Borland 2009).

2.6.2 *Facebook*

Facebook, as one of the famous websites in the world possesses more than 1.6 billion active users worldwide. It has primary features such as 'wall', 'like and unlike' button, 'message', 'comment', 'share', 'post', 'photos', 'videos' and many more. With these features, users are spoilt for choices on how to stay connected with their friends and this suits with *Facebook*'s tagline 'giving people the power to share and making the world more open and connected'. Similar to online discussion board, *Facebook* has 'update status' which allows users to post their thoughts and ideas among friends and they can get feedback either synchronously or asynchronously.

Almost like blogs' function, *Facebook* also provides "My Notes" tab where users can write and blog anything they like, join different groups, create events and exchange messages between users (Kwong, 2007, p.56). *Facebook*, being the most popular Web 2.0 websites nowadays has given different impact in education repertoire. As one of social networking websites, many people especially students perceive *Facebook* as one of the tools to enhance their social activities and interpersonal relationship only. Not many of them utilize it for academic purposes or see the potential of this platform in education. This is most probably due to not being exposed properly either in secondary or tertiary level of educations on how to use *Facebook* as a part of their learning process outside classroom or school hours.

To date, there are still not many research studies being conducted on social networking such as *Facebook, Twitter, Linkedln, MySpace, Ning, Google Plus+, Tagged, Orkut* and other social networking websites (Lockyer and Patterson 2008), especially for teaching and learning purposes. The failure of implementing one of the most famous and resourceful social networking websites in teaching and learning is seen as a great loss because Web 2.0 tools offer collaboration to be incorporated in our education system. Selwyn (2009) asserts that researchers have identified great potential in social networking sites that leads to encouraging peer feedback and critical engagement in discussion.

Besides, some people feel that their personal life will be interfered if *Facebook* is used as the medium in teaching and learning. Previous studies had proven that students refused to utilize *Facebook* in their learning process due to the inferiority that lecturers can access their profiles and intrude their personal lives (Wan Rusli Wan Ahmad, 2011). From that, *Facebook* is being used for social purposes solely. Wan Rusli Wan Ahmad

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(2011) also found that not only students refused to use *Facebook* in teaching and learning purposes, lecturers also refused to use *Facebook* for instruction. Bosch (2009) found in his study out of 30 respondents, 22 of them were reluctant to add students in their *Facebook* account due to privacy and personal life.

McLoughlin and Lee (2010) further posit that tertiary level education do not take advantage on the potential of available and interactive social networking which hampers huge potential in participation globally through learning networks, collaboration as well as social networking. The main reason is because they are still relying on traditional method and some people are just reluctant to step out from their comfort zone to be creative and relying heavily upon established course management systems (CMSs) and virtual learning environments (VLEs).

2.6.3 *Facebook* as a Promising Instructional Tool in Malaysia Education

In Malaysia, the need to master English is very crucial at every level of education, from primary schools up to higher education. Malaysians have been exposed to learning English since standard one until university level. Despite 13 years of exposure towards English, Kabilan et al. (2010) found in their study that many Malaysian students failed to achieve outstanding English results in public examination such as PMR, SPM and STPM as well as in the university level. They further add that to overcome this issue, the Parliament has debated frequently about teaching and learning of English in this country and being closely monitored and improvised through many alternatives such as to hire native speakers to be English teachers in Malaysian schools. Through the technology of Internet and ICT platforms such as social networking websites, educators and students are highly encouraged by the Ministry of Higher Education and Ministry of Education to take advantage of the benefits of the technologies for English language learning purposes (Kabilan et al. 2010).

Facebook is a social networking site that offers many elements that are used in computer-mediated communication in second language classroom. Being a part of *Facebook* community is seen as a necessity in getting popularity among students in higher education specifically university students. *Facebook* has been extremely popular among many people regardless of age especially for students' community from all around the world.

In Malaysia, a research that was conducted in Universiti Sains Malaysia implied that many students were found creating new *Facebook* accounts. This activity was also found in other universities as well and had been verified by many researchers and academicians (Oduor, 2010; Kolek & Saunders, 2008; Bugeja, 2006). The increasing number of *Facebook* users and frequency of login to *Facebook* in university is proof that students have become avid users of FB (Lempe, Ellison and Steinfield (2006).

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In addition, the use of social networking websites such as *Facebook* and Twitter for educational purposes has been welcomed and encouraged by the Minister of Higher Education, Datuk Seri Mohd Khaled Nordin (New Straits Times, 2012). This resulted from the current trend that could be found among students nowadays who respond faster to *Facebook* threads compared to official portals in universities. Besides, he also believes that in order to keep up with students nowadays, the technologies and education should be in line with one another. This can be achieved through the use of writing and sharing information on the *Facebook* wall which allow them to comment on the writings in a more intriguing means. From the comments given, communication activities such as praising, negotiating or even criticizing are meaningfully developed and this has benefited language learners in many aspects. For example, Long (1996, as cited by de la Fuente, 2003) asserts that "second language learning can be facilitated through the act of negotiations of meaning among learners". *Facebook* has prepared appropriate platform for such activities to be conducted naturally in a student-centred environment.

Besides, social networking sites' popularity has diverted the online learning for students into self-initiated learning where they can learn from other people through interaction. Many young people have become deeply attached to the use of online social networking. From Blattner and Fiori's (2009) observation, school life is regarded as low tech meanwhile students' social life as high tech. In this context, low tech is perceived as more teacher-centred meanwhile, high tech classroom practices student centred and promote constructivist practices which entail students to do collaboration. The social networks suit with currents trends among students plus offers opportunities to learn from peer-to-peer as well in a "natural way". The role of *Facebook* as promising instructional tool in language teaching and learning is further supported by McBride (2009) who stated as follow:

> *"Learning and language develop through interaction with others...SNSs are a promising tool for FL education in their capacity to be used by learners as L2 practice in a way similar to how they used by the majority of the young people in our society" (p.40).*

2.6.4 Advantages of using *Facebook* in English language teaching and learning

Godwin-Joones (2008) believes that through the use of *Facebook* in language learning, it enhances communication and harnesses potential interaction. Besides that, features in *Facebook* also offer huge opportunities to enhance socio-pragmatic competence development among language learners as well as sense of community in language classroom (Blattner and Fiori, 2009). Blattner and Fiori (2009) also posit that through these applications, authentic language interaction could be achieved which helps in improving their self-confidence and performance of English language learners.

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Constructive educational experiences could also be obtained without jeopardizing their privacy and safety (Blattner and Fiori, 2009).

Apart from that, according to Mills (2009) language learners are able to be pertinent and timely through the use of *Facebook*. Besides, *Facebook* can also be as a rich and resourceful environment for students to gain experience and to engage with. Mill (2009) found that her students were able to be immersed in authentic French course environment through *Facebook* thus acquired grammatical functional and linguistics objectives. She added that her students enjoyed French classroom more and teaching through *Facebook* had increased meaningful discussion among them. Besides French subject, Haverback (2009) had also integrated the use of *Facebook* in her Reading Education Methods course. From her study, she found that the students were encouraged to be a part of *Facebook* discussions and they have better comprehension towards the theories learned in effective reading. Furthermore, her students also displayed better understanding and work effectively in groups as opposed to individual reading.

Not only that, in terms of technology, *Facebook* is an internet-based technology which does not require custom made laboratory language lab for the purpose of language learning. As such, with current research studies that show many students possess *Facebook* account, it can be assumed that most students have their own computer or even smart phones to access *Facebook* page. In fact if they do not have their own computers, existing computer labs are available in schools or universities. These pre-existing tools have given students prior knowledge on how to use computer technologies with additional experience on *Facebook* usage either for academic or non academic purposes. Thus, when teachers or educators want to utilize this application in classroom teaching, prior experience and knowledge will come in handy.

Additionally, the use of *Facebook* for language teaching and learning also is not costly. Unlike certain social networks such as Ning, *Facebook* is one of many mushrooming social networking that offers free services. Students or users are just required to login to their *Facebook* account by providing their email address and password. As such, learning activities via social networks can be done to a different perspective. Apart from that, neither teachers nor educators should be worried about time consumption for this kind of activities. As Roberts (2009) asserts that *Facebook* is ideal for out-of-class time so educators can do other activities within the class session.

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2.6.5 Disadvantages and Challenges of Using *Facebook* for English Language Teaching and Learning

Despite being the most popular social networking site in the internet, the use of *Facebook* for teaching and learning purposes has not always been smooth sailing. In fact, according to Shin and Son (2007), it was difficult to integrate online learning during class hours due to limited computer facilities, limited class hours, and large class sizes as well as limited technical support. Besides, flexibility of the language curriculum could also be a hindrance to this issue. McBride (2009) warned educators that this kind of activity might give difficulties because most of them do not have control over the curriculum syllabus. Besides, it is also difficult to coordinate the programs with other educators at different levels of courses. McBride (2009) further adds that not only traditional teachers refused to use social networking sites in their teaching; newly graduated teachers as well as graduate teaching assistants are also reluctant to integrate the social networking sites prior to not having experience before. Furthermore, being new teachers, they have to master skills in assigning, monitoring and grading of traditional assignments.

Furthermore, in order to fulfil digital-age students' needs, educators are constantly required to learn new technology. Students themselves need to have the right skills to use computers. Being computer savvy educators and students is not just a matter of mastering certain software in the computer. One of the reasons why educators refuse to incorporate social networking sites in teaching and learning process is due to the unfamiliar technology that might cause an undesired outcome during the process. Besides, most students log in to social networking sites on a daily basis just for communication purposes. Not only that, once they have logged in another challenge that might interfere in the learning process is they might be distracted with irrelevant and unrelated information. Consequently, due to this reason, social networking sites are seen as a liability to learning despite its potential in enhancing learning purposes. Therefore, there is crucial requirement in getting not only educators but students as well to have proper skills to use the technologies in line with the learning purposes.

2.7 Sociocultural Theory

Sociocultural theory was rarely used as a base in language learning studies due to the engagement in social context rather than cognitive perspective (Barnard and Campbell, 2005). Vygotsky was the pioneer in proposing this theory to education repertoires. As a psychologist, Lev Vygotsky (1978) believed that development of higher order functions were the responsible of parents, caregivers, peers and culture. According to Vygotsky:

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> *"Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals." (Vygotsky, 1978, p.57).*

Vygotsky's theories of teaching and learning have been rooted within social constructivism. According to Gredler (1997), social constructionists believe in developing higher mental functions through the signs and symbols. Social, cultural and historical development has formed relationships on how something is learned. Learners share knowledge through meaning construction and negotiation. Then, with the new knowledge gained, they can add new information through interaction with others. In short, knowledge is co-constructed.

Social context is the most pivotal criteria in sociocultural theory where the role of cognition and learning take place (Vygotsky 1978). Having emphasized on interaction between learners in a specific context through feedback and instructions from others provide further opportunities to learn. Barnard and Campbell (2005) also believe that in order to study on human's learning, social and cultural cannot be separated. Although learner shows effort in learning, it cannot be the only thing to measure one's learning performance because Turuk (2008), Glassman and Wong (2004) believe interactions with others as well as collaboration within learning context contribute to the learning process as well. This has proven the important role of sociocultural theory in the process of learning (Kozulin, Gindis, Ageyev and Miller, 2003; Wertsch, 1991).

Bodrova and Leong (1996) suggest three ways to consider Vygotsky's meaning of social context as below:

i. The immediate interactive level, that is, the individuals(s) the child is interacting with at the moment.
ii. The structural level, which includes the social structures that influence the child such as the family and school.
iii. The general culture or social level, which includes features of society at large such as language, number systems and the use of technology.

The importance of other people's role in influencing one's learning process has been the main backbone in sociocultural theory. Such activity could be easily seen through the use of technology, specifically social networking sites. In *Facebook*, meaningful education experiences, dynamic interactions as well as development of higher level of thinking skills and knowledge construction are able to be sustained by users through the

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online community (Garrison and Kanuka, 2004) especially in language classroom. The interaction that happens can be linked through social learning theory which emphasizes on active participation in social communities (Wenger 1999). *Facebook* is seen as the perfect platform for today's online community since it can act as a tool to foster and develop knowledge through collaboration and negotiation, active participation as well as construction of identity and community building.

Functions such as Comments and Share that can be found in *Facebook* allow genuine dialogue to be transferred through different context of conversation via multiple language use (Allen, 2005). Blattner and Fiori (2009) elaborate more on the advantages of the use social media in language learning that through hands on discussion about specific topics, the development of socio-pragmatic awareness and competence in ESL can be facilitated and enhanced. Besides that, through meaningful intervention, learners can also gain deeper understanding towards cross-culture and provide opportunities for them to have actual contact with native speakers without having the difficulties to meet in person.

2.8 Past Studies

2.8.1 Perceptions on *Facebook* as online learning environment

A study was conducted by Kabilan et al. (2010) to find out whether *Facebook* (FB) is appropriate to be utilized as an online environment of English in institutions of higher education. A total of 300 questionnaires were distributed to students of Universiti Sains Malaysia (USM), Penang. *Facebook* is perceived as social network of space rather than a learning environment For English. Question about *Facebook* was prompted in order to find out whether it could be used in Malaysian universities education since the quality of English has been deteriorated.

Kabilan (2010) and his fellow researchers had conducted a quantitative survey to 300 students in USM in order to identify students' opinion about *Facebook*. Their opinions contribute to a journey in finding how social networking like *Facebook* could support, enhance and strengthening meaning English language learning. Out of 300 respondents, a total of 137 of them have *Facebook* account which 47 are males and 16 are females. Researchers had gathered students' general opinion about *Facebook* as an online learning environment to facilitate English language learning on i) students' improvement of language skills and ii) students' motivation, confidence and attitudes towards English language learning. Overall, most students agree that *Facebook* can enhance their communication skills. This can be seen from the result showing that a total of 3.82 mean scores was achieved from the survey items. Meanwhile, another mean scores of 3.82 displayed that *Facebook* can help them practicing English writing while a total mean scores of 3.80 showed that students had enhanced their confidence to write in English.

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Since students might have never experienced authentic interaction and communication in their English language learning before, *Facebook* can provide positive experience as online learning platform that could enhance students' confidence in language acquisition and a sense of connectedness among them (Wang & Chen, 2007). Lave and Wenger (1991) further explain that people learn better in social settings resulted from the social interaction that is rich with authentic and relevant information. Thus, through *Facebook*, students are able to experience the online environment that could facilitate English language learning because *Facebook* has offered the same concept with existing online learning that allow them to get interconnected within the *Facebook* communities and improve learning simultaneously (Wenger, McDemrmott & Synder, 2002). Nadzrah & Mickan (2003) also agree that students are optimistic to participate in the *Facebook* because they can use the language without worrying of language mistakes.

From the findings and discussion, it can be concluded that it is feasible to learn English through *Facebook*. Although initially students just wanted to socialize, *Facebook* is able to promote and engage students in language-based activities. The ability of *Facebook* to be a platform in new learning experience has provided authentic interaction and communication that inculcate students' positive views and opinions on *Facebook*. Besides, more positive effect of meaningful English learning could be gained through *Facebook* with proper planning in educational project (Kabilan et al. 2010).

Another study was conducted by Pinying Wu and Liwei Hsu (2011) about EFL learning on social networking site. This study was a descriptive research study that adopted qualitative design. A total of 43 respondents of English major were involved in this study. *Facebook* platform was used as a community of interest (CoI) due to its popularity among college students in Taiwan (Shih, 2011). In this study, the researcher was invited by the respondents in the CoI as mentor and played passive role. Respondents posted using English as medium in the CoI on *Facebook*. Data from the postings, interviews as well as observation were recorded and triangulated. Content analysis then was conducted in order to get the information about the phenomena involved.

From the findings, the researchers found that at first the participants were eagerly involved and encouraged to post movie clips, music videos and inspiring quotations on the wall. However, on the following month, the participation dropped down and became inactive. The respondents reported that they gave a lot of feedback when there was topic of interest and they were not busy with other stuff like exams or assignments. Besides participation, the quality of the participants' contributions also fluctuated in frequency. The researchers had interviewed the respondents in finding factors that affect their motivation and engagement. From the interviews, respondents revealed that the reason why they were involved in the CoI on *Facebook* was because they liked and enjoyed

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communicating with peers as CoI was the ideal place for them to be surrounded by the language.

Additionally, they can also improve language proficiency through communicating with facilitator and peers who use correct English expression. Regarding the nature of *Facebook* group, respondents found to feel pressure-free in the closed-group environment to learn English. They felt less stressful and did not feel embarrassed and nervous when interacting in English inside CoI compared to using it in open environment. Another important factor that influences their motivation and engagement in *Facebook* is audience. Different types of audience will make them aware on what they want to post. For instance, if there is any teacher that is going to read the post, they will feel cautious in making statements plus having lower motivation due to afraid of making mistakes. Besides that, students were expected replies and responses from postings posted on the CoI wall. When they received many 'Likes', it made them feel recognized, heard off, understood and this had increased participants' achievement and continuous engagement in online L2. Other than that, another factor that affected their engagement and motivation in *Facebook* was novelty effect. The respondents said that they were attracted with the idea of using English in *Facebook*. Since they never had that kind of group in *Facebook* before, they were actively involved in the discussion at first. Apparently, when the novelty effect started to lose, they also began not to take part in the discussion posted. Besides, they felt that it had become stressful in CoI on *Facebook* and deemed it as another task that was compulsory to be completed.

Pinying Wu and Liwei Hsu (2011) had suggested that topics that can be posted on *Facebook* should be varied and broader so that it will be able to keep students' interest on the topic discussed. In addition, result from study was parallel with Kabilan et al.'s (2010) studies that students were able to learn new vocabulary, enhance self-confidence and motivation also assert positive attitudes towards language learning via the interaction in social networking sites. Students had also fun and perceived learning as meaningful as they were able to express their opinion freely within CoI.

However, the study conducted by Kabilan (2010) and his fellow researchers had focused on the perceptions without conducting an actual study on the use of *Facebook* in language learning. Perhaps the researchers could conduct a piece of research that really utilize *Facebook* as a platform in the learning process and gather respondents' perceptions after using *Facebook* throughout the entire process so that precise information could be gathered. This would have provided respondents with authentic context and the effect from authentic context could provide more valid and tangible results as opposed to just gaining students' opinion by merely distributing questionnaires randomly. Current researcher believes that different results would have been obtained when students' perceptions were gathered after the respondents had truly utilized

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Facebook for the intended purposes compared to asking their perceptions before using the method.

On the other hand, Pinying Wu and Liwei Hsu's (2011) study has also not dealt with specific topic in language learning. Generally, it could be said that in *Facebook*, participants merely used English as a medium of communication. They conducted the discussion based on participants' responses and made changes accordingly. Besides, this research has also been descriptive in nature where the significant level of the effect was not known and could not be gauged. On the whole, researchers have not treated the use of *Facebook* in much detail as opposed to this present study.

2.8.2. Second Language Writing on *Facebook*

In a study conducted by Roberts (2009) concerning the use of *Facebook* component in improving the Spanish writing skill of students, eighteen participants from Intermediate I course taught in Fall 2008 were given placement test before enrolling to this course. In this study, students were required to do a 15-minute writing assignment in class for the first week. Then, instructor graded and gave written feedback on their assignment. The writing samples were then coded based on STAMP rubric. STAMP rubric is the abbreviation for Standard-based Measurement of Proficiency (Falsgraf and Semmer, 2004). It is a summative assessment that measures writing proficiency. Upon completing their assignments, students were required to use *Facebook* and share their work with at least three of their classmates and create a "written conversation" among them. Students were also given a week time to complete these activities under the supervision of the instructor throughout the course. The instructor played an important role when students shared their work with the instructor by giving instant feedback. The purpose of having them to share their writings and gave feedback on others' work was to force them to reread their own writings. After going through these activities, the researcher then distributed questionnaire to gauge their attitudes over the approach. Initially, the researcher had also distributed questionnaire before going through the writing assignments in *Facebook*.

From this study, the researcher found that *Facebook* interactions in Foreign Language course did increase students' writing ability. The researcher also gauged substantial improvement throughout the semester and observed that via interactions in *Facebook*, it led to this improvement. Besides, students' attitudes towards this course were also positive. This was because due to the features in *Facebook* that provide platform for students to write productively. Students themselves implied that they can interact freely and able to practice 'everyday topics' in Spanish in *Facebook*. Moreover the interactivity nature of *Facebook* applications assisted students to connect and build an active community which is very important support for effective learning in language

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classes. Furthermore, features such as sharing pictures, links, videos and comments had allowed them to write in rich context due to intrinsically interesting activities.

Besides that, the writing quality was also improved based on the evaluated writing samples. As a comparison with traditional writing assignments, writing in *Facebook* allowed limitless interaction, self-monitoring as well as constant feedback from peers and instructors. Additionally, students can benefit from seeing others writing on *Facebook* wall by learning others' writing styles at higher level and receiving constructive feedback not only from classmates but from instructors as well.

Shih (2011) had conducted a study to find out the effects of *Facebook* integration in writing classroom to 23 first year students. This study utilized blended learning approach with a combination of classroom instruction (one-third semester) and peer assessment with classroom instruction (two-third). Shih (2011) defines blended learning as the integration of both online and face-to-face instruction in a classroom teaching. This integration could lead to effective and pleasant experience for both teacher and students. The researcher wanted to find out whether one of the Web 2.0 tools, specifically *Facebook* has impact on students' English writing because most scholars believe that this approach is not suitable for learning purposes despite the massive number of users worldwide. The researcher took the advantage and opportunity to make *Facebook* feasible for language teaching and learning. The 2008 Horizon Report further supports that the educational community need to overcome this challenge by taking advantage this opportunity (the use of social networking websites) into meaningful and valuable academic experiences for learners.

In Shih's (2011) study, 23 purposive respondents were divided into three groups: low score, medium score and high score with *Facebook* platform for each group. Then, in each group they were divided into another two groups for the *Facebook* integrated learning. Instead of using existing groups that were already available in *Facebook*, each leader from all groups was responsible to create new *Facebook* accounts for the purpose of this activity. Then, each respondent posted writing assignments using 'Post Status' feature on the wall and gave necessary feedback about the writings for seven consecutive weeks.

The purpose of this study was to explore the potential of *Facebook* in English writing. *Facebook* has prepared an easy medium for respondents to discuss, comment and interact with each other in a meaningful way within specific instructions. The researcher, acted as a facilitator throughout the entire process in *Facebook* blended learning. At the beginning, all 23 respondents were given pre-test of writing on the 2nd week of the class. The writings were scores based on five categories namely content, organization, structure, vocabulary and spelling as well as genre. Subsequently, from weeks 3 to 8, a

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face-to-face classroom instruction was given to students and they were then divided into 3 major groups based on the English scores from National College Entrance Examination followed by seven writing assignments and feedback on *Facebook* from week 9 to 16 (7 weeks). Next, a post-test of writing was administered to all respondents and the effects from the treatment were gathered through Blended English Writing Course Satisfaction (BEWCS) questionnaire and interview questions.

From the research, all three groups had shown significant difference on their post tests with ($p < 0.05$) according to the paired t-test results. Out of three groups, the low score group had huge changes in the mean scores throughout the entire process compared to the other groups. This has proven that the use of *Facebook*-integrated blended learning was effective for English writing course (Shih, 2011). Additionally, there were also significant differences between the pre-test and post-test in terms of content, organization, structure, vocabulary and spelling as well as genre.

Besides, it was found that students in high scores group made the most comments and 'likes' towards teammates' writing with a total of 135 comments and 116 'likes' followed by low scores group and medium scores group. This happened because students in high scores group possess good proficiency level in English thus they were able to give comments and responses to others' writing frequently. Although low scores group gave second highest comments and 'likes', they made repetitive comments and incorrect suggestions. Through getting 'like' responds, it can be seen that it motivates them to write in English. Besides using 'like' emoticons, students can also use other emoticons in the comment feedback in order to display their preference over a status or comment.

From the findings, Shih (2011) found out those 30 items from the questionnaire had high mean scores ranging from 3.63 to 4.31 (5= strongly agree, 1=strongly disagree) with standard deviations ranging from 0.30 to 0.79 proves that most students agreed to the statements in the questionnaire. This shown his students agreed that through the integration of *Facebook* and peer assessment evaluation to observe others' writing in English writing class helped improve their writing skill. This resulted from the cooperation which happened throughout the entire process and at the same time enhanced students' communication, friendship, trust, interaction, active learning as well as learning attitudes.

In addition, in terms of language writing, students were assisted by *Facebook*-integrated blended learning approach effectively in writing organization, grammar and structure, content, vocabulary and spelling. Overall, their attitudes towards *Facebook* in English writing class were highly positive and they displayed high satisfaction with the course arrangement.

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Following this, there was also another study conducted by Wan Rusli Wan Ahmad and Nuraihan Mat Daud (2011) about developing Arabic writing skills using *Facebook* (Foreign Language) also employed almost similar method as Melor Md. Yunus et al. (2012). In this study, the researchers had utilized *Facebook* as a platform for Arabic learners to improve their language acquisition via discussion on *Facebook* group. This research employed experimental design by using qualitative and quantitative instruments. A total of 18 participants of Teaching Arabic as a Second Language from International Islamic University Malaysia took part in this study. Every week students need to post a summary using the 'Note' application on *Facebook* between 50-80 words. Then, it was open for comments and feedback from others. Each student was allowed to edit the document by using 'Edit' application because in *Facebook*, it can track who has done any changes over the posted note. Observation was done by researchers and marking scheme of Jacob's et al. (1981) ESL Composition Profile was utilized in order to mark the language aspect (30 marks). Next, six questions were posted on the wall and respondents required to answer the questions about their perceptions on the utilization of *Facebook* in improving Arabic writing skill.

From this study, the researchers found that respondents took part in the editing processes. They emphasized that through the editing that can be tracked in *Facebook* displayed there was learning happened which during the process. Via students' interaction and comments made on the wall it can be implied that social networking site is useful as a part of learning tool in writing. Rozina and Nuraihan (2003) also assert that technology can definitely encourage active participation and widen opportunities for collaboration among students. Besides, the amount of students' visit to the page indicated that they utilized *Facebook* frequently and the researcher believe that this motivated them to further engage in the summary writing on *Facebook*. Apart from that, from the questionnaire result a total of 65% of the students prefer having *Facebook* as the platform for writing class activities. Most of them revealed that writing in *Facebook* can help them improve their writing skill. Overall, 76% of them deemed *Facebook* as a cool platform to conduct writing activity meanwhile 14% rated it as average. There was only small percentage of students who had negative attitudes towards *Facebook* usage in writing activities.

From the results in this study, it can be concluded that *Facebook* can be as one of the excellent mediums for second language learning. Writing activities given in the *Facebook* had initiated students' collaboration in *Facebook* group and at the same time encourage active participation to the subject. Furthermore, students also became more critical by observing others' work and posts on the wall which could be another source of language learning to happen. In *Facebook*, notification application had triggered students' interest in waiting for responses and commenting on others' writing. Students also agreed that *Facebook* could be used as teaching tool regardless of subject matter taught. Students' writing had also improved although the significance is subtle in terms of statistics.

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Another similar research was also carried out by Abdul Hameed Abdul Majid, Siti Hamin Stapa and Yuen Chee Keong (2012) from Universiti Kebangsaan Malaysia in finding students' perceptions on the use of blended scaffolding techniques in *Facebook*. In this study, blended learning is the combination of face-to-face and online learning instructions, meanwhile scaffolding technique refers to the process of assisting students to carry out a task that is unfamiliar or beyond students' ability. The main objective was to see whether it has effect on the writing process and performance. In this study, a total of 90 participants from a Malaysian rural secondary school were chosen based on willingness and ability to participate in the study. The study was quasi experimental pre-test and post-test and employed mixed method design. The experimental group went through 14-week intervention using *Facebook* blended scaffolding technique meanwhile the comparison group was using the conventional classroom teaching. Scores obtained from pre and post tests were then compared. A content analysis of essay entries was also conducted in order to search whether there was any improvement or not. Further, semi-structured interviews were carried out to 10 participants from both groups.

From the study, it was found that participants from the area preferred both methods; traditional classroom with technology *Facebook* to be integrated in their classroom teaching. They perceived *Facebook* as a platform that makes learning more fun and can be done anytime and anywhere instead of classroom. Moreover, participants also agreed that through blended scaffolding strategies, they could receive assistance from friends and teacher after school hours. Additionally, they were also able to do their school work and dare to pose related questions in class using blended scaffolding strategies. Besides that, participants revealed in the interview sessions that their writing process was able to improve in terms of generating ideas, editing, adding vocabulary and improving spelling when they utilized blended scaffolding strategies. Participants also knew how to apply idioms and grammar properly with the help of such strategies. As a result, all participants agreed that blended scaffolding techniques in *Facebook* helped their writing performance and allow them to obtain good grades for their writing.

In short, this study has provided new insights on students' learning preference. Instead of using traditional method such as chalk and talk, they also love it if teachers provide something new such as the integration of technology in the classroom. Students nowadays are technology savvy students, thus they look forward to the use of technology in classroom teaching. With such anticipation, teachers should make use of available technology such as *Facebook* and other ICT tools and make learning more fun to help students in improving their writing skills. Not only they will have fun during school time, they can also learn outside school hours at anytime. Furthermore, such technology could establish better relationships; encourage active participation and feedback among students, peer groups as well as teachers. Additionally, learners with different ability could be accommodated via these strategies and in return improve their social interactions among themselves, their L2 writing process and later their writing.

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There was also another similar study conducted in UKM by Melor Md. Yunus et al. (2012) about using *Facebook* groups in teaching ESL writing. In contrast to Shih's (2011) study which employed different personal accounts, this study utilized one of *Facebook*'s applications, *Facebook* groups to create personalized environment in learning writing. The intention of this study was to measure students' perceptions on *Facebook* group usage in ESL writing. A total of 43 purposive sampling participants were chosen to be involved in this survey study on *Facebook* writing group entitled "Write Out Loud" that was created by the researchers. Having employed mixed method design, participants were first required to join the group created and complete tasks prepared by the researchers such as summary writing and brainstorming. After that, they needed to answer 10-item questionnaire after participating in the discussion for four weeks.

From their study, researchers found that not all participants log in to their *Facebook* account frequently. However, many students are familiar with *Facebook* groups and they have been involved in more than one group in *Facebook*. Most of them agreed that they are familiar with available features in *Facebook* and spent their time giving comments, sharing materials like pictures, videos, notes, links and many more. From the questionnaire, more than 80% of the respondents agreed that *Facebook* group somehow had assisted them in their writing process. This happened via brainstorming activity that gave them clearer ideas how to organize their thoughts before actual writing. Besides, the participants also emphasized that they picked up new vocabulary through reading comments from others, avoid making spelling error prior to spell-check feature and gather better ideas via discussion with group members in the group wall. They also found it easy to complete the essay after taking part in the *Facebook* group discussion.

In this study, researchers acted as facilitators and monitored students' discussion so that it was on the right track before producing actual writing. This process was pivotal because the researchers needed to ensure the students were discussing the right topic and not diverted from the actual goal. Having the spell-check feature really helped them a lot in reducing spelling errors. This would be different if they were required to write on pen-and-paper method. Ninety seven percents of the participants said they read and study any materials found on the Internet before sharing it in *Facebook*. Researchers believe this could be a good sign in order to incorporate *Facebook* in language classroom since students were reliable in controlling their learning process. However, students were also distracted by information in *Facebook* that is irrelevant to the learning process. In return, this could jeopardize the learning process thus affect the learning outcome.

In terms of affective domain (feelings), 90.7% of the respondents agreed that they felt comfortable posting ideas and opinions on *Facebook* meanwhile 97.7% liked receiving 'like' comments and felt encouraged by it. Via *Facebook*, students were given ample

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time to think and respond. Albeit *Facebook* has offered opportunities to improve in writing, 46.5% of the students preferred the discussion to be done in classroom teaching. This might probably because of the asynchronous feedback received which slowed the progress down.

A recent research on *Facebook* was conducted by Saovapa Wichadee and Pornrapee Nopakun (2012) in Bangkok University Thailand. In their research, they utilized *Facebook* and peer feedback in measuring students' writing ability. Having employed experimental design, this research is quantitative in nature where 60 respondents were randomly chosen and divided into control and experimental groups. For the experimental group, all respondents were having peer feedback on *Facebook* meanwhile in the control group they were having traditional face-to-face peer feedback. Both groups had taken pre-test at the beginning and post-test at the end of the term. For 12 weeks, all respondents were going through specified treatment and they were trained prior to the study.

From the findings, it can be seen that significant improvement was made by respondents who were in experimental group in the writing after 12 weeks of intervention. Peer feedback on *Facebook* groups had also higher mean scores from face-to-face peer feedback and the t-test results indicated significant difference. They were also optimistic than those in face-to-face peer feedback group. This shows that peer feedback activity conducted in *Facebook* was more effective in improving writing ability. The nature of social networking sites contributed to maximize students' interaction and relationships among friends and classmates.

The results from this study were parallel with Hatime and Zeynep's (2012) study in which students in the on-line peer group performed better in revised drafts. In Saovapa Wichadee and Pornrapee Nopakun's (2012) study showed that students in *Facebook* groups preferred giving feedback to peers as they answered the highest level of attitude among all items in the questionnaire. This was probably because when they met face-to-face, there would be certain obstacles that refrain them from giving constructive feedback. On top of that, since *Facebook* can create more meaningful learning environment, respondents in this group felt more optimistic than the opposite group. Last but not least, when having online feedback, students can express their opinion on *Facebook* through comment sections and unlike face-to-face feedback; they could not do the same thing on a piece of paper.

Thanawan and Punchalee (2012) had also conducted a research on the effects of using *Facebook* as a medium for discussion of English Grammar and Writing of Low-Intermediate EFL students. The data were collected through students' verbal response when they were asked for clarification about English grammar and also writing input

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that was posted on the *Facebook* wall. Besides, the researchers also conducted analysis on the pre-test and post-test scores as well as interview responses. From their finding, they found that there was significant difference between the pre-test and post-test of the mean scores where t=6.65, p=0.00. Futhermore, they also declared that most common discussed topics were about sentence structure, word meanings, parts of speech as well as relative clauses. There was relationship between grammar and writing parts at significant level (r=0.399 in the pre-test and r-0.859 in the post-test). Overall, they concluded that *Facebook* could be an alternative tool that is able to provide convenient and attractive ways of discussing with teachers and other learners who possess good proficiency in the English language.

Some of the previous studies of using *Facebook* in language learning have not dealt with *Facebook* group in nature. In a study conducted by Shih (2011), he had utilized different *Facebook* accounts for the purpose of paragraph writing but he then measured overall writing performance for pre and post-test in general only. Other than that, Shih also did not have one more group to compare whether *Facebook* group has outdone other method as well. In experimental research, it is pivotal to have control group so that the outcome of his study would have high reliability and validity. Meanwhile in a study conducted by Abdul Hameed et al. (2012), they utilized *Facebook* blended scaffolding techniques to assist and improve the learning of English writing and improve the writing performance simultaneously. However, there was no statistical data that implied whether there was any significant improvement in students' writing performance. Above all, by using different accounts for learning purposes tended to make students less involved to the discussion and writing sessions. Therefore, it is more convenient if the researchers had utilized *Facebook* groups similar to studies conducted by Melor Md. Yunus et al. (2012), Wan Rusli Wan Ahmad and Nuraihan Mat Daud (2011).

As far as *Facebook* group is concerned, it plays a crucial role in assisting students' learning activity via *Facebook*. This is due to practical features that support discussion and writing activities to be done flawlessly. As Wan Rusli Wan Ahmad and Nuraihan Mat Daud (2011) had done in their study, *Facebook* group allows writings to be edited on the 'Files' application similar to *Facebook* wall where once people posted anything on the wall, they could make amendment when necessary. Besides, it is also convenient for researchers to track what participants had done throughout the entire activity. However, many previous studies did not apply or make use of existing *Facebook* group which present researcher believes would make huge differences in findings.

Apart from that, although extensive studies have been carried out on writing on *Facebook*, there was no single study that adequately covers collaborative writing in depth. Presumably most of the previous studies either utilized *Facebook* for writing, grammar acquisition or solely discussion in language learning. Therefore, in this present study, the researcher conducted a study on collaborative writing in improving students'

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writing performance specifically on five criteria based on Jacob's et al. (1981) ESL Composition Profile; content, organization, language use, vocabulary as well as mechanics and finally find out participants' perceptions on this approach.

2.9 Theoretical Framework of the Current Study

As discussed earlier, Figure 2.2 is the illustration of theoretical perspectives of two theories that have been the backbone of this study based on definitions of sociocultural theories by Vygotsky (1978) as well as cognitive theories by Flower and Hayes (1981). In this study, collaborative writing among second language learners was done using *Facebook*. *Facebook* is one of social networking sites that could be found on the internet. The Internet has been the most popular tool for learning to take place since it has not only the integration of five multimedia elements but also produced solid ground for social connections. Besides, through the use of *Facebook* in language learning, collaborative thinking and the power of collective intelligence can be harnessed (Thomas, 2009). Through interaction and social activity, second language learners can benefit a lot from it in expanding their knowledge in English learning. According to McLoughin and Lee (2007), social network sites offer interactive spaces whereby learners can 'choose to explore facets of their own identity' and leads to the development of their own identity and personal learning styles. Additionally, previous studies have also shown that through social networking sites, it enables and supports educational activities via interaction, collaboration, active participation, information and resource sharing as well as critical thinking (Mazman and Usluel, 2010).

Karpati (2009) suggests that the use of Web 2.0 enables educators to create collaborative learning environments while preserving traditional values of schooling. Teacher's role in this environment remains as mentor and guide while students play the central role. Collaborative writing in *Facebook* has created active engagement in learning communities that share historical and social resources, frameworks and perspectives. This can sustain mutual engagement in action. The criteria mentioned are in line with the sociocultural theory as proposed by Vygotsky. In Vygotsky's sociocultural theory, the main backbone of this theory is the importance of social interaction's role within broad cultural and social context in influencing one's learning process. Social networking site such as *Facebook* has provided the platform that is capable to initiate meaningful education experiences, dynamic interactions as well as developing higher level thinking skills and sustained knowledge construction by users through the online community (Garrison and Kanuka, 2004).

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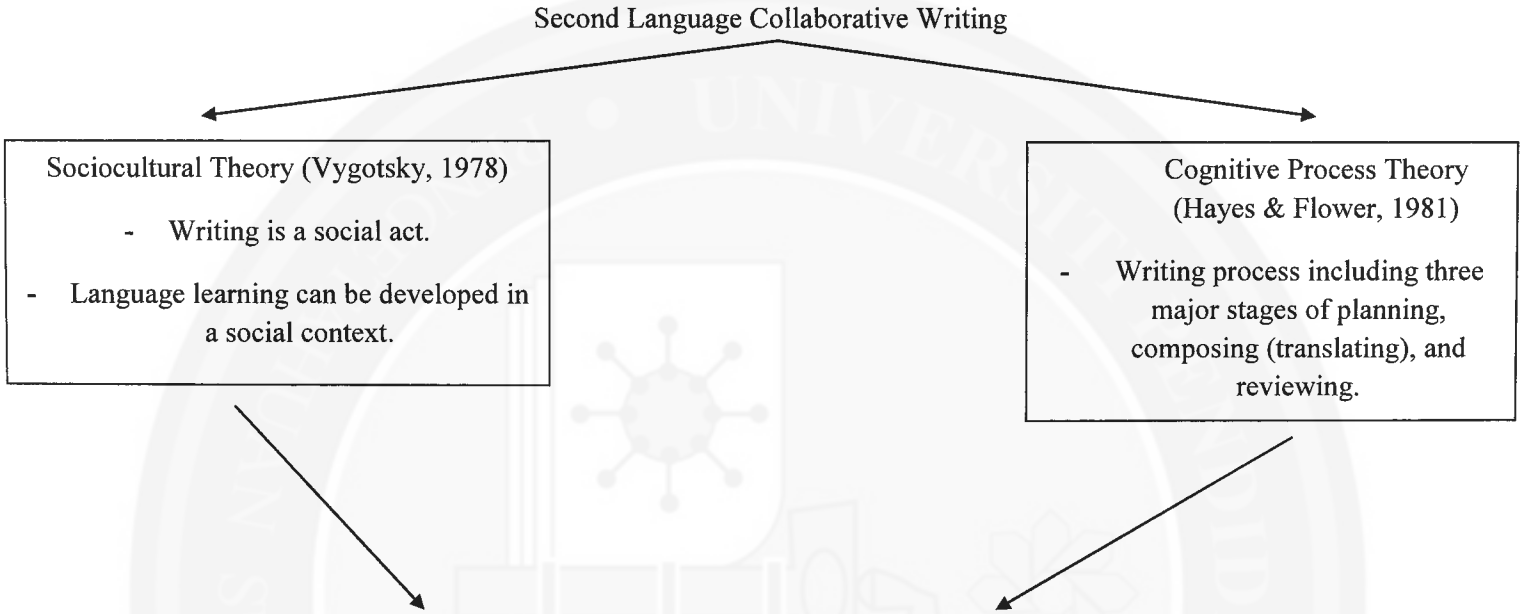


Figure 2.2 Theoretical Framework of the Current Study.

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In the process of second language writing, there is influence from cognitive and sociocultural theories (Roca de Larios and Murphy, 2001). In the cognitive approach, writers are given guidelines so that they will have clear goals in mind what they need to write. As Byrne (1988) emphasizes that:

> *"any piece of writing is an attempt to communicate something; that the writer has a goal or purpose in mind; that he has to establish and maintain contact with his reader; that he has to* organize *his material and that he does this through the use of certain logical and grammatical devices" (cited in McDonough & Shaw, 1993, pp. 184).*

Using cognitive approach, this study displayed the cognitive process taking place in the writers' mind while composing their essay either using *Facebook* group or face-to-face classroom discussion. Basically, writers will go through similar process as proposed by Byrne (1988), write ideas, prepare an outline ('scaffolding'), write a draft, correct and improvise the draft and produce the final version of the composition. Then, when participants in both groups (comparison and experimental) are done with all processes, their writing performance will be measured through post-test. From that, audience can know whether there is significant difference between both groups in this study. Below is the illustration of the theoretical framework of the current study in Figure 2.2.

2.10 Conceptual Framework of the Current Study

In terms of conceptual framework, this current study employs the theoretical approach of writing namely cognitive process approach that emphasizes a detailed process of writing. This approach interprets writing process in stages which assists students to write better. In the meantime, cognitive process approach also highlights processes employs in the act of writing through varied hierarchical structure, changing level of goals which are the key aspects of the composition. This contemporary model describes the first key point in composition as a set of unique thinking processes that writers choose and organize in dealing with rhetorical problem of writing. This can be dealt successfully when the writers know how to react to the problem and their ability to define it. Within the process, life experience from writers' long term memory is taken into consideration with a combination from external sources. Then, internal representation is developed in accomplishing the composition. Correspondingly, reviewing is another key factor in the process. By adapting the text to suit to their developing concept, writers need to monitor the development and progress as they write. The process continues with a set goal as they write because through the goal, writers' journey is directed to its intended destination. As Flower and Hayes (1981) emphasize that "in the act of writing, people regenerate of recreate their own goals in the light of what they learn" (381).

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Besides that, Vygotsky's sociocultural theory is also one of the grounded theories used in this study. Sociocultural theory emphasizes on interaction between people and culture in which we live in that contributes to individual development. This process also involves not only adults and peers but take into account how culture and beliefs influence learning. In this study, the use of social networking like *Facebook* is believed to assist students not only in establishing personal relationship but also influencing how learning and instructions take place. This can be done under guidance, observation and collaboration with more capable peers. Eventually, one is able to develop his or her own learning with adapted guidance.

Such stakeholders receive benefits from available service at no cost and hassle-free. With service like *Facebook*, where millions of people are using right now has benefited human beings in many ways inclusive education purposes. In this study, the use of *Facebook* group has created a perfect medium for students and instructor to interact and do writing activities without boundaries.

As the independent variable, *Facebook* group has potential in giving positive impact towards students' language learning. Language learning in this study refers to students writing skill based on Jacob's et al. (1981) ESL Composition Profile such as content, organization, language use, vocabulary as well as mechanics and acts as the dependent variable. Another dependent variable was students' perceptions where the researcher tried to find the effectiveness of this approach. As the outcome, students' writing performance and perceptions were measured thoroughly. The illustration of conceptual framework is illustrated in Figure 2.3.

2.11 Summary

In this chapter, the researcher has explained the relevant theoretical theories pertinent to the study. The theories are sociocultural theory by Vygotsky (1978) and cognitive process theory by Flower and Hayes (1981). The roles of sociocultural theory, CALL and the cognitive process approach in language learning have also been explained thoroughly. The theoretical and conceptual frameworks were also discussed in detail. The advantages and disadvantages of *Facebook* implementation in education were also elaborated in this chapter. Past studies pertaining perceptions towards *Facebook* as promising tool in education as well as the use of *Facebook* in ESL/Foreign language were also compared and contrast with the present study.

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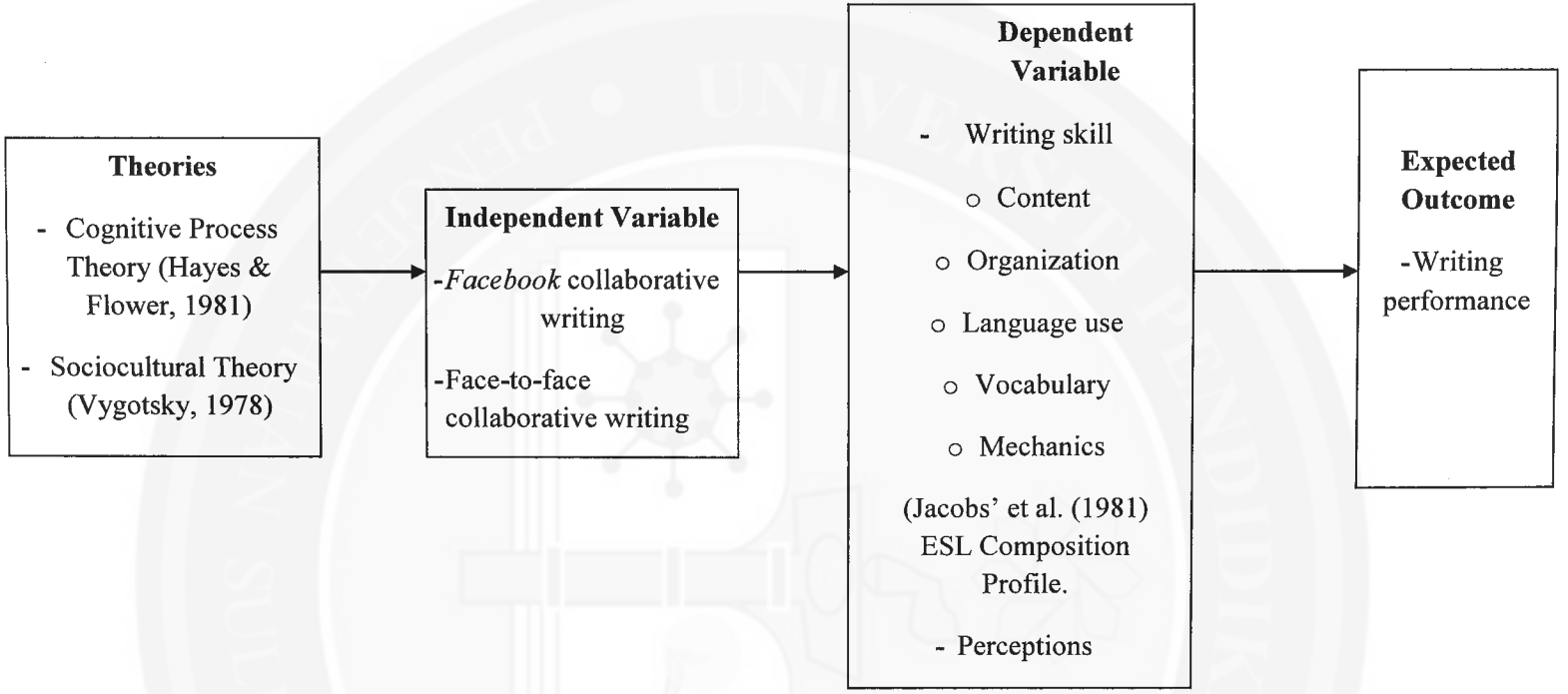


Figure 2.3 Conceptual Framework of the Current Study.

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CHAPTER 3

METHODOLOGY

3.0 Introduction

This section discusses the methodology of the research starting from the research design, conceptual framework, setting, participants, instrument, sampling and research procedures as well as assessment of the papers. Additionally, inter-rater reliability and instrument reliability are also discussed within this chapter. Reviews of internal and external validity together with possible threats to quasi experimental research are also provided at the end of this chapter.

3.1 Research Design

This research utilized a quasi experimental design based on a system conceived by Campbell (1970). Quasi experimental research utilizes a non-random sampling as compared to true experimental research. As opposed to true experimental research, subjects are not randomly assigned to comparison and experimental groups whereby in true experimental research, selection of participants is done randomly for both comparison and experimental groups. Due to non-random selection in quasi experimental research, there were threats which occurred for instance differences among respondents prior to this study. Such threats may have affected internal validity, thus essential preventions were taken in order to overcome those threats as minimum as possible. The explanations of the methods in decreasing possible threats are explained at the end of this chapter.

The quasi experimental design was chosen for this study because it fits with the researcher's objective that was to compare the effectiveness of two different treatments between face-to-face and the use of *Facebook* in collaborative writing in improving writing performance among ESL undergraduates. Since the researcher has restriction in assigning respondents randomly to the treatment groups, quasi experimental research is appropriate for this research project. This is because this design does not interrupt with the existing curriculum as respondents or participants are already assigned into one class or intact group (Ary, Jacobs and Razavieh, 2002). Hence, it becomes necessary to implement a quasi experimental design compared to true experimental design due to such limitation. Other than that, this study is quantitative in nature. The quantitative data were obtained through questionnaire after the post-test. As a summary, the purpose of this research was to compare students' level of writing performance and also to find out

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their perceptions on the use of *Facebook* in collaborative writing among ESL undergraduate students in Universiti Putra Malaysia (UPM).

Prior to quasi experimental research design, there was no control group (a group that did not receive any treatment) in this study. However, according to Krathwohl (1993) and Campbell and Stanley (1963), this group was referred as 'treatment' and 'comparison' groups. Below is a diagram that illustrated the design of the current study using comparison group the matching-only pre-test/post-test control group design.

Experimental Group	**M**	**O_1**	**X**	**O_2**
Comparison Group	**M**	**O_1**	**C**	**O_2**

Key:
M – Matched variable
O_1 – Pre-test
X – Treatment
C – Comparison
O_2 – Post-test

Figure 3.1 Comparison Groups the Matching-only Pre-test/Post-test Design

Figure 3.1 shows the most common quasi-experimental design utilized in a research study. This design is similar with classic controlled experimental design where the researcher cannot control which group will get the treatment or be the comparison group. However, in order to reduce the threat in this study, the researcher had divided participants in groups based on the matching-only design. The M in this design means that the subjects in each group have been matched on certain variables where all of them were matched based on pre-test scores but not randomly assigned to the groups. Having utilized quasi experimental design is a serious limitation due to its inability for random assignments. Hence, the matching-only design offers an alternative to random assignment of subjects (Fraenkel, Wallen and Hyun, 2012).

On the other hand, in this study a pre-test and post-test comparison was utilized in order to determine ESL students' writing performance based on Jacob's et al. (1981) ESL Composition Profile. From the beginning, all groups were exposed to the same conditions of the experiments including the same set of writing materials such as writing topics and test questions as well as length of teaching time and examinations. The only differences were the location and types of treatments utilized for each group. Since participants received different treatment between comparison and experimental groups, it had controlled some of threats to the internal validity of this study.

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3.2 Population and Sampling

Based on the scope of this research, students from the Faculty of Educational Studies were chosen as the sample of this research. The researcher had utilized purposive sampling method by choosing a total of 33 participants from second year ESL undergraduates of Universiti Putra Malaysia as the respondents for this research due to students' willingness to participate in the study. The students were chosen to reduce the mortality threat. This was because the researcher had observed the participants earlier and obtained their background of details such as their phone numbers and email addresses after getting their agreement to join in the study. Then they were divided into two groups based on their performance in the pre-test. All 33 students were categorized based on the matching-only design based on the pre-test' results so that average means from both groups were equal and retain its homogeneity in terms of writing performance and also to control or reduce the internal threat validity.

After the pre-test, the researcher had arranged participants' scores (33 of them) in a descending order. Then, the researcher paired the highest and lowest marks together (80, 44) and assigned it into one group. After that, the researcher paired second highest mark with second lowest mark (78, 49.5) and assigned them into another group. This procedure was repeated until the rest of participants were assigned in eight groups altogether. Next, both groups were assigned into comparison and experimental groups by using fish bowl techniques. Consequently, a number of 16 participants were assigned to experimental group and another 17 participants were assigned in comparison group. According to Gay and Airasian (2000, 2003) and Creswell (2002), a minimum number of 15 participants in a group are considered sufficient in determining true differences between the experimental group and the comparison group.

In the comparison group, participants were divided into four smaller groups for the collaborative writing activities using the same method; pairing highest mark with lowest mark so that average marks for each group would be almost equally the same. The same method was also applied for the experimental group. As a result, 17 participants (5 males, 12 females) in comparison groups were allocated in three groups of four and one group of five people. Meanwhile another 16 participants (4 males, 12 females) in experimental group were allocated in four groups of four people. Consequently, there were eight groups altogether. Both experimental and comparison groups were taught by the instructor (the researcher herself) for meeting was held twice about argumentative writing before going through different treatments in this study, face-to-face and *Facebook* group in collaborative writing for six consecutive weeks. In order to avoid biasness, the researcher taught the participants using the same method, content and topics in the classroom teaching.

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Meanwhile, second year TESL students were chosen for this research due to students' familiarity with *Facebook* and during the third semester that they enrolled in Teaching the Language Short Stories (LHE 3250) course. In this course, students needed to express their ideas about multiple short stories they had read in the class. Thus, by taking advantage of students' writing abilities and also in expressing ideas creatively, this study is believed to be able to assist students while expressing their ideas in collaborative writing more intensely.

In this study, the rationale for having comparative group (comparison group) was due to some threats that might affect the internal validity of experimental research for instance interaction factors. Such factors occur when participants with different maturation rate are selected in the experimental group, thus by having comparison group with experimental group, it can eliminate or reduce the threat at equal rate. On top of that, another possible threat that might affect this experimental research is selection bias. Due to this threat, pre-test and the matching-only design was utilized in this study so that it can retain the homogeneity of both comparison and experimental groups and at the same time helped to control selection bias. Additionally, by choosing participants' average score, statistical regression was able to be controlled in this study. Besides that, in order to eliminate another extraneous factor such as race and gender, both were assigned in equal number for each group.

3.3 Location of the Study

This study was carried out in the Faculty of Educational Studies in Universiti Putra Malaysia (UPM) using computers and the social networking website, *Facebook*. This place was chosen because the researcher was familiar with the environment, lecturers and can easily utilize relevant facilities related to this study (classrooms, projector, LCD) as well as time duration involved throughout this research.

3.4 Instrumentation

Prior to the study, there were four testing instruments used namely writing test, writing scale, as well as a set of questionnaire on students' perceptions towards *Facebook* collaborative writing. The elaborations are as follows:

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3.4.1 Writing Test

There were two writing tests used throughout this study. For the pre- and post-test, five argumentative essay questions were posed to the students. They need to choose only one topic and produce at least 250 words within 40 minutes (see Appendix B). Prior to the tests, by taking consideration participants' gender, religion and background, standardized topics were chosen from Educational Testing Service (ETS) in order to avoid biasness and the content validity has been assured since all prompts were taken from ETS questions' bank. The researcher had also conducted a pilot test on the reliability of the instrument. The pilot test was administered to twenty-two second year ESL students in University Islam Malaysia, Gombak who have the same level of proficiency with participants in the current study. Argumentative writing, being the common type of essay used in determining writing performance (Nussbaum, 2005; Midgette, Haria and MacArthur, 2008) was chosen in collaborative writing due to its nature that entails the integration of a dialogue (discussion) in articulating desired goal (Coirier, Andriessen & Chanquoy, 1999). Hence, argumentative essay is the suitable choice compared to other types of essays (descriptive, narrative, and expository) because each individual has to deal with one another explicitly. Additionally, in order to get students to be interested in collaborative writing activities, the researcher had tried her best in choosing intriguing topics because respondents were not having anything to do with this study that might interfere with the outcomes of the results. Worthy, Broaddus and Ivey (2001) also emphasize that "strong writing begins with an interest to the topic." (p. 146).

3.4.2 Writing Scale

Another instrument employed in this study was one of the best-known analytic rubrics, ESL Composition Profile developed by Jacobs, Zinkgraf, Wormuth, Hartfiel and Hughey's (1981). This assessment was based on five different rating dimensions of writing quality namely content (30 points), organization (20 points), vocabulary (20 points), language use (25 points) and mechanics (5 points). Jacob's et al. (1981) ESL Composition Profile provides more detailed information about a test taker's performance in different aspects of writing. Lam and Pennington (1993) also agree that this scale is considered a complete rubric which is able to assess all important element of writing. Bailey (1998) adds that this scale is the most used for evaluating ESL writing. This type of rubric is also easy to be understood even for inexperienced raters (Francis, 1977; Adam, 1981, cited in Wier, 1993). Apart from that, this analytic rubric is deemed more reliable than holistic scoring and more useful especially for second-language learners who possess differences in writing aspects such as a marked or uneven profile (Hamp-Lyons, 1991; Huot, 1996). Prior to this study, two raters were selected in order to use the writing scale for marking the pre- and post-test. Besides, in order to eliminate instrumentation threat, the same rubric is used throughout the study starting from pre-

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test until the post-test by the two raters. This had also ensured the consistency of both raters from the usage of the same marking rubric. Further elaboration of the two raters can be found in section 3.6.1.

3.4.3 Questionnaire

Another instrument employed in this research was the perceptions questionnaire of *Facebook* in collaborative writing that was adapted from Shih (2011) who constructed the questionnaire based on initial work of Hargittai and Hsieh (2010). The researcher also adopted the questionnaire based on the work of Melor Md Yunus et al. (2012) and integrated 30 items from Shih's questionnaire and combined with 10 items from Melor Md yunus's (2012) questionnaire. The permission was obtained from Melor Md Yunus et all (2012) in order to adopt their questionnaire (see Appendix C). Initially, Shih (2011) developed 30 items but after the researcher eliminated five items from the study and loaded seven items based on multiple factors; altogether the questionnaire for the current study contains 42 items which attempts to ascertain participants' perceptions after using *Facebook* in collaborative writing. These items are divided into four construct items namely i) the use of *Facebook* as digital language learning platform (Items 1, 29, 30, 31, 32, 33, 34, 37), ii) the use of collaborative writing in language learning (Items 3, 4, 5, 8, 9, 10, 28), iii) the use of *Facebook* in collaborative writing for language learners(Item 2, 11, 14, 15, 16, 17, 19, 25, 27, 36, 38) and iv) the effects of *Facebook* usage in collaborative writing for language learners (Items 6, 7, 12, 18, 20, 21, 22, 23, 24, 26, 35, 39, 40, 41, 42) . This likert-type questionnaire uses a scale that ranges between 4 (strongly agree) to 1 (strongly disagree). In Shih's (2011) study, he obtained 0.928 Cronbach alpha coefficients, inferring that the questionnaire had a high degree of internal consistency reliability whereas for Melor Md Yunus et al. (2012) they obtained 0.75 Cronbach alpha coefficients, which displays satisfactory internal consistency reliability. After the questionnaire was adapted and finalized for this current study, the researcher had asked two experts (see Appendix A) in this field to validate all items. Then, the researcher conducted a pilot study to two groups of four participants which consists of second year ESL students from a different university and had obtained 0.941 Cronbach alpha coefficient indicating that this questionnaire had a high degree of internal consistency reliability. Upon completing this research, the questionnaire was then administered to the experimental groups at the end of the intervention and post test. With regard to the data analysis, the justification of data interpretation is summarized in Table 3.1.

Table 3.1 Guidelines of Data Interpretation in Perceptions Questionnaire

Scale	Interpretation
1(1.00-1.75)	Strongly disagree (very negative perception)
2 (1.76-2.49)	Disagree (fairly negative perception)
3 (2.50-3.24)	Agree (fairly positive perception)
4 (3.25-4.00)	Strongly agree (very positive perception)

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3.5 Research Procedure

3.5.1 Pilot Study

The pilot study was conducted in International Islamic University of Malaysia (IIUM). The students were second year ESL students with the same proficient level as the actual participants. The second year ESL students were chosen due to willingness to involve in the pilot study. In terms of proficiency level, out of twenty-two students in IIUM, 20 of them obtained band 4 in the MUET result meanwhile another two obtained band 5. This result was similar with the majority participants in this current study which out of thirty-three students, twenty-nine of them obtained band 4 in MUET meanwhile the remaining four students obtained band 5 in the MUET score. Besides that, the students also were chosen based on group matching design that seeks for similar observable characteristics to the actual participants of this current study. Consequently, a number of twenty-two students were asked to sit for the pre- and post-test. Subsequently, eight students from the group who had taken pre-test were randomly chosen based on their willingness to involve in the collaborative writing in *Facebook* groups. The eight students were then divided into two groups and each group was required to be involved in the FB group for one topic of essay writing. Before the collaborative writing commenced, the researcher explained what the students needed to do in the *Facebook* group. Then, the researcher posted an argumentative essay topic (see Appendix D) with an instruction using 'Write Status' on the *Facebook* groups' wall. Students responded to the posted instruction by deciding stance, discussing points and then writing up the final product under 'Files' link together. After producing an argumentative essay, both groups were handed questionnaire about their perception of using *Facebook* group in collaborative writing. Initially, the questionnaire consisted of 44 items altogether. After the analysis from the pilot study, two items from the questionnaire were removed due to redundancy and another 42 items were remained. Besides that, the items in the questionnaire were not arranged into groups or variables. Based on the obtained information, the researcher had categorized the items into four variables namely i) the use of *Facebook* as digital language learning platform ii) the use of collaborative writing in language learning, iii) the use of *Facebook* in collaborative writing for language learning and iv) the effects of *Facebook* usage in collaborative writing for language learners. Data obtained from the questionnaire were then checked for reliability using SPSS. It was found that the questionnaire had obtained 0.941 Cronbach alpha coefficients.

3.5.2 Actual Study

In the actual study, the overall procedure was done within 11 weeks. Pre-test, treatment sessions as well as post-test were conducted within a short time interval in order to control the effect of history events that might affect the outcome of the study. The main objective of this research was to examine the effectiveness of face-to-face and *Facebook*

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in collaborative writing as well as students' perceptions after using the tool, *Facebook* group.

In the actual study, one intact class of second year undergraduate students were chosen as the participants of this study. All participants were instructed to sit for a pre-test before they were divided into two groups namely comparison and experimental groups. After the pre-test, two experienced raters had marked the pre-test papers and based on their scores, by using the matching-only design, the researcher divided the participants into eight groups. As a result, four members in seven groups and one group with five members were formed. Altogether there were eight groups of collaborative writing in comparison and experimental groups. Then, once the treatment and comparison group had been formed using the fishbowl technique, the researcher briefed each group separately about the purpose and objectives of the research as well as what they should be doing for the following six weeks. The researcher had also distributed the same number of participants for each race and gender in each group in order to eliminate extraneous factors.

After the post-test, a demographic questionnaire was handed to all participants in order to find out information whether each participant has a *Facebook* account and the extent of their familiarity in using *Facebook* was administered. Initially, in the pilot study, there was no demographic questionnaire given. After ensuring each participant has sufficient knowledge on *Facebook* usage, the researcher herself taught participants in both groups about argumentative essay and the steps involved in collaborative writing as proposed formerly by Flower and Hayes (1981); planning, drafting and reviewing and utilized the one that has been modified by Byrne (1988): gather ideas, prepare an outline ('scaffolding'), write a draft, correct and improve the draft and write the final version. Originally, Flower and Hayes (1981) suggested these steps for single author however Neuwirth, Kaufer, Chandhok and Morris (1994) proposed that this model is also applicable for multiple writers who are involved in collaborative writing. Then, the researcher also demonstrated on how to join the *Facebook* groups created earlier whereby each of them needed to request to be in the assigned groups individually through their *Facebook* account. The researcher also taught which applications they were supposed to utilize when discussing in the *Facebook* groups and showed few examples for further reference. Table 3.2 is the duration of the overall research procedure.

Table 3.2 Duration of Overall Research Procedure

Week	Procedure
1	Classroom instructions. (Twice per week)
2	Writing test (Pre-test)
3	Assigning students to groups. Briefing to the students. (Tutorial to use *Facebook* group)
4 to 9	Face-to-face collaborative writing

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	Facebook collaborative writing
10	Writing test (Post-test)
11	Perceptions questionnaire on *Facebook* collaborative writing (Experimental group only)

3.5.2.1 Comparison Group

In this group, participants had taken the pre-test before going through face-to-face collaborative writing for the following six weeks. Within six weeks, participants were required to complete three different writing assignments (see Appendix D). For the first two weeks, each group was handed a writing topic and instruction. Participants were expected to complete each writing assignment within two weeks during the classroom meeting. The face-to-face collaborative writing procedures were adopted from Byrne (1988). The procedures are illustrated in Table 3.3.

Table 3.3 Writing Instructions of Face-to-face Collaborative Writing

Stage	Procedure
1	Participants decided on a stance whether to agree or disagree on the topic based on the list of topics given.
2	Participants brainstormed for ideas within the group by listing pros and cons and choose the most important that support their arguments (the pros) and the most important to refute (the cons) and focus on them.
3	Participants made a plan by outlining the list of ideas they had brainstormed earlier.
4	Participants allocated the ideas to each member and developed the ideas into complete paragraph. Then they compiled the ideas and made a draft.
5	From the draft, participants made corrections and improvement so that their essay will be coherent and cohesive at the same time.
6	The final version of essay was submitted to the instructor (the researcher herself).

Each member was responsible in reviewing the essay together. The instructor monitored this activity closely throughout the session. Finally, participants wrote the final version of their argumentative essay after finalizing ideas and making necessary improvement together. Consequently, after the three writing assignments were completed, a post-test was administered to the participants. The purpose of having the post-test was to compare the scores before and after they had undergone face-to-face collaborative writing.

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3.5.2.2 Experimental Group

Participants in the experimental group had also taken the pre-test prior to the treatment. Subsequently, the instructor (the researcher herself) taught both groups about argumentative writing. Later, the instructor distributed a handout to each participant in the experimental group that consists of *Facebook* user manual, delegation of group members as well as *Facebook* group's address (URL) (see Appendix E). The instructor demonstrated step by step on how to do collaborative writing in *Facebook* group proposed by Byrne (1988). The *Facebook* collaborative writing also adopted the same writing procedures similar to the comparison group. However, since this group was using *Facebook* in their collaborative writing, the researcher had included different instructions as summarized in Table 3.4.

Table 3.4 Writing Instructions of *Facebook* Collaborative Writing.

Stage	Procedure
1	Participants were required to request permission to their assigned *Facebook* groups. Once request had been made, their requests were approved by the administrator (the researcher herself).
2	Administrator posted further instructions and topic for writing assignments using 'Write Status' application on the *Facebook* wall and the participants responded based on the guidelines given.
3	Participants decided on a stance whether to agree or disagree on the topic using 'Comment' application in *Facebook* group.
4	Participants brainstormed their ideas together by listing the pros and cons in the comment section. Upon completion, they then needed to choose the most important arguments whether to support (the pros) or refute (the cons) based on the topic discussed.
5	Participants finalized their contents and selected suitable approach for writing argumentative essay, participants developed their ideas into paragraphs in the 'Files' application. In 'Files' application, participants typed in their essay in the text box function collaboratively.
6	Participants gave feedback in the 'Comment' function once they had completed their first draft. Then, they made necessary corrections and improvement based on the draft collectively.
7	Participants then worked together on the edited version of their essay. Participants were required to ensure that their essay was coherent and cohesive at the same time
8	After completing the final output, the administrator then posted another instruction and proceeded to the next activity.

Throughout this activity, administrator had monitored each stage thoroughly. Participants' engagement was tracked based on their *Facebook* ID that appeared in the

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interface. Once the experimental group had completed all their writing assignments, a post-test was administered together with participants in the comparison group. This was to ensure whether there were differences in participants' writing performance before and after using *Facebook* in collaborative writing. Subsequently, a set of questionnaire was given to this group in order to find out participants' perceptions after getting involved with the treatment. Initially, the questionnaire consisted of 44 items. After the pilot test, two items were removed and left 42 items altogether. A summary of the research procedures is illustrated in Figure 3.2.

3.5.3 The process of delegating participants in groups

In this study, one intact class which comprised of thirty-three respondents where they were categorized into two groups with 17 participants in the comparison group and 16 participants in the experimental group. The comparison group comprised of 17 participants with 5 males (29.4%) and 12 females (70.6%) meanwhile the experimental group consisted of 16 respondents with 4 males (25%) and 12 females (75%). The process of categorizing the participants was based on scores from the pre-test that they had taken earlier using the matching-only design. The purpose of assigning participants using the matching-only design was to ensure that there was no significant difference or biasness in mean scores prior to the treatment. To assign participants into two groups, the researcher had paired highest scores with lowest scores from the pre-test (78, 44) and followed by the second highest marks paired with second lowest marks (77.5, 49.5). Besides that, race and gender were also divided in equal number so that the extraneous factor could be eliminated. Before choosing t-test as the inferential statistical method, normality test had been conducted in order to identify whether the pre-test data were normally distributed or not for both groups. Skewness and Shapiro-wilk were computed using SPSS and the results are displayed in Table 3.5 as follows:

Table 3.5 Tests of Normality

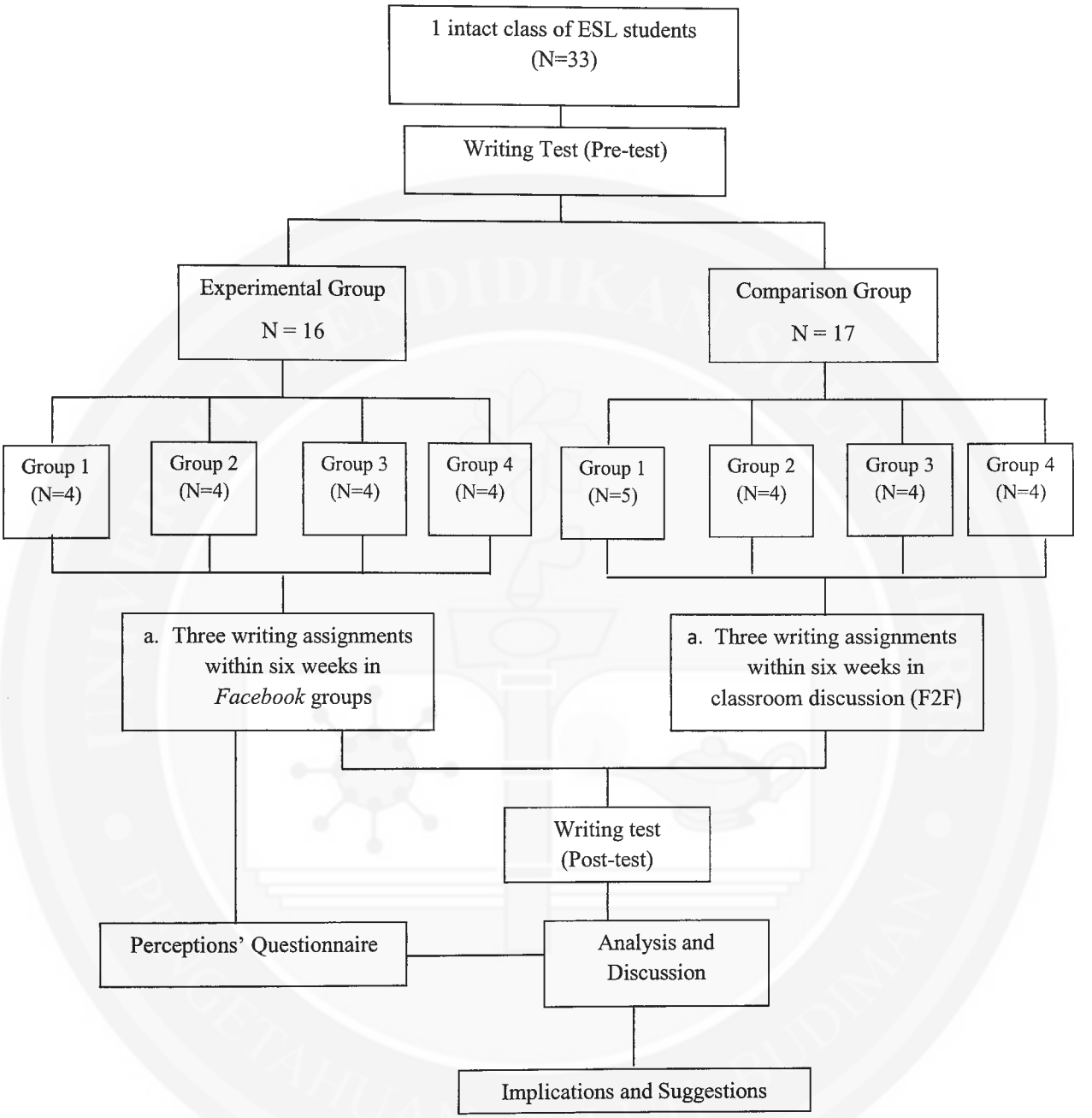
	Method	Mean	SD	Skewness	Shapiro-Wilk		
				Statistic	Statistic	df	Sig.
Pre Test	*Facebook*	66.66	9.108	-.645	.907	16	.104
	Face-to-face	65.03	10.266	-.731	.915	17	.121

$\alpha = .05$

In Table 3.5, the mean and standard deviation for the experimental group are M=66.66, SD=9.108 and the skewness values is -.645. On the other hand, the mean and standard deviation for the comparison group are M=65.03, SD=10.266 and the skewness value is -.73. According to George and Mallery (2003), these are acceptable values for skewness and kurtosis as both are between -1 to +1. However, values within -2 to +2 are also acceptable for liberal interpretation. Thus, it was found that the writing scores in the pre-

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Adapted from Habsah Hussin (1999).

Figure 3.2: Flowchart of the Methodology of the Study

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test from this sample were normally distributed. Besides, to strengthen this finding, *p*-value from Shapiro-wilk test is found to be greater than the significance level alpha = 0.05, thus null hypothesis, H_0 that states scores from this sample follow a normal distribution was accepted. For this reason, the researcher utilized parametric test of an independent sample t-test in order to compare the means from both groups. The data of the independent sample t-test is displayed in Table 3.6:

Table 3.6 Independent Samples t-test for Pre-test writing performance

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	*t*	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Mean Pre-Test	Equal variances assumed	.201	.657	.480	31	.634	1.62684	3.38664
	Equal variances not assumed			.482	30.9	.633	1.62684	3.37405

$p<.05$

In Table 3.6, it is evident that the *p*-value for the Levene's test for equality of variance is 0.657. Since this value is greater than alpha=0.05, it implies that the variances can be assumed to be equalled. Since, t (31) = .480, p=.657 > .05 (two-tailed), we accept the null hypothesis that indicates there were no significant difference between the comparison and the experimental groups in the pre-test. Therefore, it can be concluded that based on independent sample t-test result, both groups were homogeneous in terms of their writing performance before the intervention.

After participants were categorized into the comparison and the experimental groups, in order to do collaborative writing, the researcher had further divided participants into another eight more groups using the matching-only design method. By pairing highest score with lowest score in each group: the comparison group (78, 44) and the experimental group (77.5, 49.5) followed by second highest and lowest scores until fourth highest and lowest scores, the researcher then formed four groups in the comparison group and another four in the experimental group. In the comparison group, there were three groups with four members, and one group with five persons meanwhile in the experimental group, all groups had four members each. Then, all eight groups were given number randomly by the researcher. Besides dividing them based on their mean scores, race and gender were also considered during the distribution process. The results of the mean scores for each group and standard deviation were summarized in

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Table 3.7. Additionally, in order to determine whether there were any significant differences among the eight groups before going through the treatment, the researcher had compared the total of mean scores using one-way analysis of variance (ANOVA). The results of the comparison of mean scores for eight groups are displayed in Table 3.7.

Table 3.7 Analysis of Variance (ANOVA) to determine homogeneity for each collaborative writing

Method	Group	M	SD	*F*	*p*
Facebook	1	70.375	5.543	.267	.961
	2	64.000	8.832		
	3	64.125	15.179		
	4	68.125	6.033		
Face-to-face	5	63.100	15.494		
	6	64.375	10.387		
	7	64.750	9.768		
	8	68.375	4.110		

$\alpha = .05$

The means and standard deviations are presented in Table 3.7. The analysis of variance indicates that there were no significant differences among the eight collaborative writing, $F(7, 25) = .267$, p (.961) >.05. Thus, it can be concluded that all groups were homogeneous in terms of writing performance before going through different treatments in collaborative writing namely face-to-face method versus *Facebook* method.

3.5.4Test of normality for writing performance

In Table 3.8, the skewness values for each category of writing dimension are between -1 and +1 except for vocabulary (*Facebook*: post-test) and organization (Face-to-face and *Facebook*: post-test). According to George and Mallery (2003), the values of skewness for normal distribution data are between -2 and +2. Since the skewness values for this study are still in the range, thus we can conclude that the data is normally distributed. As a result parametric test of t-test was used in determining differences between the comparison and the experimental groups in the following sub topic. As for the Shapiro-Wilk test, the p-values are more than .05. Thus, we can reject alternatives hypotheses and this was in line with the skewness values that the data come from a normal distribution.

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Table 3.8 Test of normality for writing performance based on skewness and Shapiro-wilk

	Method	Skewness	Shapiro-Wilk		
		Statistic	Statistic	df	Sig.
Content (pre-test)	Face-to-face	-.325	.954	17	.528
	Facebook	-.463	.863	16	.210
Content (post-test)	Face-to-face	-.628	.954	17	.514
	Facebook	-.450	.956	16	.584
Vocabulary (pre-test)	Face-to-face	-.758	.959	17	.612
	Facebook	-.268	.907	16	.106
Vocabulary (post-test)	Face-to-face	-.219	.873	17	.240
	Facebook	-1.357	.874	16	.310
Organization (pre-test)	Face-to-face	-.492	.914	17	.117
	Facebook	-.826	.932	16	.259
Organization (post-test)	Face-to-face	-1.016	.906	17	.805
	Facebook	-1.828	.812	16	.401
Language use (pre-test)	Face-to-face	-.739	.930	17	.221
	Facebook	-.104	.935	16	.297
Language use (post-test)	Face-to-face	-.882	.917	17	.134
	Facebook	-.637	.924	16	.194
Mechanics (pre-test)	Face-to-face	.256	.890	17	.407
	Facebook	.185	.927	16	.222
Mechanics (post-test)	Face-to-face	.563	.835	17	.360
	Facebook	.564	.874	16	.320

3.5.5 T-test analysis of Pre-test for Comparison and Experimental groups

After ensuring that the data come from normal distribution, prior to the treatment, an independent sample t-test was conducted to compare the pre-test scores for each category in Jacobs' et al. (1981) ESL Composition Profile. The purpose of having independent sample t-test conducted was to ensure that there were no differences before the intervention. Once the result is obtained, if there is no significant difference, t-test can be utilized to measure differences but if there is significant difference, ANCOVA will be used for both groups in order to justify the differences. In this study, there was no significant difference for each category for the comparison and the experimental groups. The pre-test results can be seen in Table 3.9.

Table 3.9 Independent Sample t-test for Pre-test scores

Pre-test	Method	Mean	SD	*t*	*p*
Content	Face-to-face	19.56	2.66	.926	.362

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	Facebook	20.47	2.98		
Organization	Face-to-face	14.32	2.42	.482	.633
	Facebook	14.69	1.86		
Vocabulary	Face-to-face	13.09	2.41	1.126	.269
	Facebook	13.97	2.06		
Language use	Face-to-face	15.12	3.05	-.477	.637
	Facebook	14.63	2.87		
Mechanics	Face-to-face	2.94	2.94	.504	.618
	Facebook	3.03	3.03		

$p<.05$

In Table 3.9, it could be seen that for each category based on Jacob's et al. (1981) ESL Composition Profile, the significant values were > .05. Thus, the alternative hypotheses were rejected and null hypotheses were accepted indicating that there was no significant difference between the groups' pre-tests in each writing category.

3.6 Assessment of the Papers

After all participants had taken the pre and post tests, the papers were submitted to two experienced raters. Before submitting the papers, the researcher had coded each paper and photocopied all of them. This was done in order to avoid raters' biasness and they could mark the papers without knowing any information about the purpose of the study. Several studies have shown that although raters do not know the candidates, when there are names on the entries, it will affect the scores significantly because they will be influenced either by gender or nationality of a name into making prediction (Ping, 2009). Thus, the researcher had taken precaution by having numbers or codes in order to reduce such effects. All papers from comparison and experimental groups were marked by both raters using the same marking scheme; Jacobs' ESL Composition Profile (1981) that assessed five different components in depth: content (30 points), vocabulary (20 points), organization (20 points), language use (25 points) and mechanics (5 points).

3.6.1 Raters

The researcher had appointed two experienced raters who are working as English teachers at secondary school in Perak and Negeri Sembilan. The rater in Negeri Sembilan has been working for thirteen years meanwhile the rater in Perak has more than ten years of working experience in teaching English.

Both raters used Jacob's et al. (1981) ESL Composition Profile to mark the pre-test and post-test writing papers. Before that, the raters had been briefed about the principles

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behind this analytic rubric. This was done in order to ensure that both raters were able to interpret the descriptors consistently. Additionally, the researcher had also provided a detailed description of the concepts represented by the profile criteria descriptors in the rubrics as an extra guideline for raters. Hence, with the researcher explanations and additional guidance from extended profile criteria, it ensured raters' deeper understanding and familiarity with the components of the profile namely content, vocabulary, language use, organization as well as mechanics. When the researcher received papers from both raters, there were differences in terms of scores. Thus, the researcher had summed up the scores and divided them into two in order to get the average scores. After that, all scores were entered in SPSS to determine the inter-rater reliability through interclass correlation coefficient. As a result, there was no significant difference in terms of scores between both raters.

3.6.2 Inter-rater reliability

In this study, both raters who marked the participants' writing were experienced teachers in the field of English as second language. As mentioned previously, raters were briefed and were requested to comply with the scoring guidelines. However, there were differences in terms of scores. According to Ary, Jacob and Razavieh (1990), inter-reliability stands for the agreement between raters or scorers on the same behaviour. Inter-reliability is important in order to determine whether the scores obtained were reliable or not. Thus, the researcher had entered all marks (pre-test and post-test) from both raters using Pearson Product-Moment Correlation Coeffecient in the SPSS software (see Table 3.10).

Table 3.10 Inter-rater reliability, Pearson Correlation

Nature of the test	Rater	M	SD	Pearson Correlation, *r*
Pre	R1	66.91	10.094	.828
	R2	64.73	9.998	
Post	R1	76.03	7.764	.809
	R2	75.55	7.722	

n = 33
$p < 0.01$, two-tailed

From Table 3.10, a correlation for rater 1 and rater 2 in pre-test revealed that scores from both raters were significantly related, $r = .828$, n = 33, $p < .01$, two tails. Moreover, a correlation for both raters in post-test also revealed that there is significant relationship between the scores by two raters, $r = .809$, n = 33, $p < .01$, two tails. As a conclusion, rater 1 and rater 2 had a high and positive correlation that implied the scores obtained in this study were reliable.

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3.7 Threats to Internal Validity

In this study, the researcher had taken precautions in order to minimize the threats to internal validity. The elaborations are as follows:

3.7.1 History

Since the researcher utilized quasi-experimental research using comparison group pre and post test design, history was not a threat for the two groups because the comparison is between the experimental group and the comparison group. The difference between the two groups will not be due to the history event if the history threat occurs. Besides, the researcher had also conducted the pre-test, treatment sessions as well as post-test in a short amount of time (11 weeks). The purpose of doing this was to control the effect of history events that might affect the outcome of the study.

3.7.2 Maturation

Maturation is the changes that happen due to normal developmental processes within specific amount of time. The researcher had conducted this study in a short amount of time. If there were any changes in the dependent variable, the researcher can assume that participants in both groups change or mature at the same rate since this study employed two groups design.

3.7.3 Statistical Regression

For this threat, the researcher had taken precaution by ensuring the scores obtained from this study were reliable. The researcher had conducted Pearson Product-Moment Correlation Coeffecient in the SPSS software for pre-test and post-test scores from both raters. From the result, it could be said that the test was reliable because there was no tendency for extreme scores to regress or move towards the mean.

3.7.4 Selection

Regarding selection threat, the researcher had ensured at the beginning that both comparison and experimental groups were equivalent in terms of writing scores. The researcher had divided the students into groups using the matching-only design sampling. Then the mean scores from the pre-test were compared using independent sample t-test. From the result, it can be seen that the experimental and the comparison groups were homogeneous. In addition, within experimental group and comparison group, there were another four writing groups each. ANOVA was conducted in order to ensure that all eight groups were homogenous and this can reduce the selection threat.

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3.7.5 Experimental Mortality

Before selecting the participants, the researcher had conducted a small research regarding the participants' background. The researcher had chosen 33 second year ESL undergraduate students based on their willingness to involve in this study. Due to their consent in joining this study, it can be assumed that the mortality threat could be reduced. Therefore, the same number of participants had successfully made it through the entire study in the comparison and the experimental groups.

3.7.6 Testing

In terms of pretesting, the same questions were given to experimental and comparison groups so that it can be assumed the pre-test would affect both groups equally.

3.7.7 Instrumentation

Throughout this study, there was no change which occurred in the instrumentations; writing tests, writing scale, and questionnaire. The same reliable writing scale was employed by both raters in the pre and post tests. Meanwhile, the same topics for writing tests, writing tasks that were taken from ETS were also used in order to retain its reliability and validity. Therefore, instrumentation threat was able to be controlled.

3.8 Data Analysis

In this study, based on four research questions in chapter 1, data were analyzed using descriptive and inferential statistics in SPSS software version 20. Through the analysis of the four research questions, the hypotheses of this study were answered accordingly.

To answer Research Question 1 "Is there any significant difference in the post-test overall writing performance between face-to-face and *Facebook* collaborative writing on ESL students' overall writing performance?", descriptive statistics such as mean scores and standard deviation including inferential statistics such as paired t-test were computed in order to find out the differences between face-to-face and *Facebook* collaborative writing.

For Research Question 2 "Is there any significant difference in the post-test scores of the two groups; face-to-face and *Facebook* collaborative writing, based on five categories; content, organization, vocabulary, language use and mechanics?", inferential statistics paired t-test was utilized when comparing post-test for face-to-face and *Facebook* collaborative writing based on five categories; content, organization, vocabulary, language use and mechanics. In addition to that, descriptive statistics in terms of mean scores and standard deviation were also computed when presenting the data.

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To address Research Question 3 "Is there any significant difference in pre and post-test scores of each group; face-to-face and *Facebook* collaborative writing?", descriptive statistics: mean scores and standard deviation were computed using SPSS software version 20. Meanwhile for the inferential statistics, independent sample t-test was also calculated in order to compare the mean differences between pre-test and post-test for each group; face-to-face and *Facebook* collaborative writing.

For Research Question 4 "What are students' perceptions towards *Facebook* collaborative writing on ESL students' writing performance?" and a set of questionnaire and in getting the answers. Therefore, descriptive statistics were analyzed from the questionnaire in the form of means as well as standard deviations. Specified method for each null hypothesis is summarized in Table 3.11.

Table 3.11 Summary of null hypotheses, independent and dependant variables and appropriate statistical tools for this study

Null hypotheses	Independent Variable	Dependent Variable	Statistical tool
1. There is no significant difference between the face-to-face and *Facebook* collaborative writing on ESL students' overall post-test mean scores.	Collaborative writing via face-to-face Collaborative writing via *Facebook*	Post-test scores	Independent t-test
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.	Collaborative writing via face-to-face Collaborative writing via *Facebook*	Post-test scores	Independent t-test
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.	Collaborative writing via face-to-face Collaborative writing via *Facebook*	Post-test scores	Independent sample t-test
4. There is no significant difference between the	Collaborative writing via face-	Post-test scores	Independent Sample t-test

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	face-to-face and *Facebook* collaborative writing on ESL students' post-test mean scores in terms of vocabulary.	to-face Collaborative writing via *Facebook*		
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.	Collaborative writing via face-to-face Collaborative writing via *Facebook*	Post-test scores	Independent Sample t-test
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.	Collaborative writing via face-to-face Collaborative writing via *Facebook*	Post-test scores	Independent Sample t-test
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.	Collaborative writing via face-to-face	Pre-test and Post-test scores	Paired sample t-test
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.	Collaborative writing via face-to-face	Pre-test and Post-test scores	Paired sample t-test
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.	Collaborative writing via face-to-face	Pre-test and Post-test scores	Paired sample t-test

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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.	Collaborative writing via face-to-face	Pre-test and Post-test scores	Paired sample t-test
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.	Collaborative writing via face-to-face	Pre-test and Post-test scores	Paired sample t-test
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.	Collaborative writing via face-to-face	Pre-test and Post-test scores	Paired sample t-test
13. There is no significant difference between the overall pre-and post-test mean scores of the *Facebook* collaborative writing on ESL students.	Collaborative writing via *Facebook*	Pre-test and Post-test scores	Paired sample t-test
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.	Collaborative writing via *Facebook*	Pre-test and Post-test scores	Paired sample t-test
15. There is no significant difference between the overall pre- and post-test mean scores of the *Facebook* collaborative writing on ESL	Collaborative writing via *Facebook*	Pre-test and Post-test scores	Paired sample t-test

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students in terms of organization.			
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.	Collaborative writing via *Facebook*	Pre-test and Post-test scores	Paired sample t-test
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.	Collaborative writing via *Facebook*	Pre-test and Post-test scores	Paired sample t-test
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.	Collaborative writing via *Facebook*	Pre-test and Post-test scores	Paired sample t-test

3.8 Summary

In this chapter, the researcher has provided an overview of research design, population and sampling procedures, the instrumentation, location of the study, research procedure, assessment of the papers, raters and data analysis of the study. The researcher had presented and elaborated the research design, pilot study, actual study and had also justified the chosen methods in data collection. Besides, different types of instrumentations were also illustrated together with the process of dividing participants into two groups. Furthermore, the process of data collection in comparison and experimental groups was also discussed and the data analysis was also explained in detail and summarized in Table 3.10.

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CHAPTER 4

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter discusses and analyzes data gathered from the participants in the comparison and the experimental groups. To recap, this study employed a quantitative approach in investigating the effect of face-to-face and *Facebook* collaborative writing to thirty-three ESL undergraduate students from one intact class. The quantitative data consisted of scores from pre-test and post-test as well as questionnaire.

4.1 Demographic data

After participants had been assigned into the comparison and the experimental groups, a set of questionnaire consisting of demographic data about participants' familiarity with *Facebook* was handed out to participants in the experimental group. From the demographic questionnaire, participants were asked to rate their length of time being a *Facebook* member, frequency of log in to *Facebook* as well as purposes of using *Facebook*. The results of the data were illustrated in frequency and percentage of the samples in Tables 4.1, 4.2 and 4.3.

Table 4.1 Length of time being *Facebook* member

	Frequency, (f)	Percentage, (%)
Less than a year	2	12.5
Between 1 to 2 years	2	12.5
More than 2 years	12	75.0

In Table 4.1, it indicates that out of 16 participants, 14 of them (87.5%) had actively used *Facebook* for more than a year. This shows that they have used *Facebook* long enough and was familiar with the concept, application and tools that are available in the social networking site. Thus, by being expert users it helped them to engage in this study smoothly.

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Table 4.2 Frequency log in to *Facebook*

	Frequency, f	Percentage, %
Less than once a day	2	12.5
1 to 5 times a day	12	75.0
More than 6 times	2	12.5

As shown in Table 4.2, the number of frequency log in to *Facebook* for less than once a day is two respondents (12.5%) meanwhile for one to five times a day is 12 (75%) and more than six times a day is two (12.5%). From the result, it is evident that most of the respondents log in on *Facebook* between one to five times a day. This indicates that most of them are active users of *Facebook*. These findings are consistent with Sanchez, Cortijo and Javed (2014) and Junco (2012) that majority of the students in their study log on to their *Facebook* accounts several times a day. Since this study was dealing with collaborative writing, having active users on *Facebook* was one of the advantages and the researcher anticipated active participation throughout the study.

Table 4.3 Purpose of using *Facebook*

	Frequency, (f)	Percentage, (%)
Find new friends	2	12.5
Keep in touch with friends	15	93.8
Connect with people I have lost touch with	12	75.0
Do career networking	4	25.0
Other(s)	10	62.5

*rounded off to the nearest number

As seen in Table 4.3, the results from the experimental group revealed that out of 16 participants, two of them (12.5%) stated that they use *Facebook* to find new friends meanwhile 15 of them (93.8%) said they want to keep in touch with friends, another 12 participants (75%) stated that they use Faceboook to connect with people they have lost touch with while four participants join *Facebook* for career networking. On the other hand, another 10 participants (62.5%) had given other reasons for the purpose of using *Facebook* such as to check any updates for assignments, course info, college matters and also plan activities, discussions and organize events. To keep in touch with friends were the most frequently reason cited by participants. This implies that most of them used *Facebook* to socialize with their friends online. Below are the results for 'other' in open-ended item in the demographic questionnaire. Qualitative analysis techniques were utilized in analysing this open-ended item to identify similar themes from the given input through thematic analysis approach.

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Table 4.4 Open-ended item in questionnaire: 'Other' option

Themes	Frequency, (f)	Percentage, (%)
Use *Facebook* to check updates for assignments	2	12.5
Use *Facebook* to get information on course group (TESL TITANS)	3	18.75
Use *Facebook* for social/non-academic activities	5	31.25
Total	10	62.5

From 10 (62.5%) participants who responded to 'Other' item in the questionnaire, most of them cited that they use *Facebook* for social/non-academic activities with five (31.25%) participants meanwhile three (18.75%) stated that they use *Facebook* to get information on their course group (TESL TITANS) and the rest two (12.5%) mentioned that they use *Facebook* to check updates for course assignments and any information related to the course.

4.2 Results of Writing Performance for Comparison and Experimental Groups

After ensuring that there was no significant difference between *Facebook* and face-to-face groups and no significance difference within five categories in Jacob's et al. (1981) ESL Composition Profile, a paired sample t-test was utilized in order to compare the pre-test and post-test mean scores for each group. Before that, a descriptive analysis of pre-test and post-test scores was conducted in order to determine whether there was improvement in the writing performance for both groups or otherwise. The results are illustrated in Table 4.5:

Table 4.5 Descriptive analysis of Pre-test and Post-test for the comparison and the experimental groups

Method		Mean	SD
Face-to-face	Pre-overall	65.03	10.27
	Post-overall	74.71	7.59
Facebook	Pre-overall	66.66	9.11
	Post-overall	76.94	7.18

*rounded off to the nearest number

In Table 4.5, it can be seen that mean score and standard deviation for the face-to-face method in the pre-test were 65.03 and 10.27 respectively whereas for the post test, the mean score had increased to 74.71 and the standard deviation was 7.59. Meanwhile, the mean score and standard deviation for the *Facebook* method in the pre-test were 66.66 and 9.11 respectively whereas for post-test, the mean score had increased to 76.94 and

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the standard deviation was 7.18. This indicates that the scores had increased after the intervention.

4.3 Results of five writing components in Jacob's et al. (1981) ESL Composition Profile.

The analytic score by Jacob's et al. (1981) ESL Composition Profile was analyzed using percentages in order to see whether there was improvement or otherwise. The results for each component are summarized in Table 4.6.

Table 4.6 Percentages of Face-to-face and *Facebook* groups in five writing components based on Jacob's et al. (1981) ESL Composition Profile

Components	Criteria	Face-to-face (%)		*Facebook* (%)	
		Pre	Post	Pre	Post
Content	Excellent to very good	0.00	18.75	0.00	5.88
	Good to average	50.00	68.75	17.65	76.47
	Fair to poor	43.75	12.50	82.35	17.65
	Very poor	6.25	0.00	0.00	0.00
Organization	Excellent to very good	0.00	6.25	5.88	5.88
	Good to average	68.75	87.50	70.59	88.24
	Fair to poor	31.25	6.25	23.53	5.88
	Very poor	0.00	0.0	0.00	0.00
Vocabulary	Excellent to very good	0.00	6.25	0.00	0.00
	Good to average	68.75	56.25	41.18	82.35
	Fair to poor	31.25	37.5	52.94	17.65
	Very poor	0.00	0.00	5.88	0.00
Language Use	Excellent to very good	0.00	0.00	0.00	0.00
	Good to average	18.75	43.75	23.53	41.18
	Fair to poor	68.75	56.25	64.71	52.94
	Very poor	12.50	0.00	11.76	5.88
Mechanics	Excellent to very good	0.00	0.00	0.00	0.00
	Good to average	12.5	25.00	5.88	5.88
	Fair to poor	56.25	68.75	64.71	82.36
	Very poor	31.25	6.25	29.41	11.76

*rounded off to the nearest number

In Table 4.6, the pre and post writing performance components in each group are displayed. Based on each category, there are four levels of marking criteria involved namely "Excellent to very good", "Good to average", "Fair to poor" and "Very poor". Generally, from the table we could see that almost all categories had increment after the intervention. Comparing the percentages of writing performance in each category for

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pre-test and post-test has proved that prior to the treatment, there had been positive changes for the comparison and the experimental groups.

4.4 Null hypotheses of the study

In this study, the researcher formulated eighteen hypotheses and presented them in null hypotheses. In order to find answers for the hypotheses in this study, an independent sample t-test and paired sample t-test were used in gauging whether there was significant difference between groups in the writing performance.

4.4.1 Null hypothesis 1: Results

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.

Table 4.7 Post-test Results of Overall Writing Performance between Face-to-face and *Facebook* collaborative writing

Method	Mean	SD	*t*	*p*
Face-to-face	74.71	7.59	.867	.393
Facebook	76.94	7.18		

$p<.05$

In Table 4.7, the results performed by independent samples t-test illustrated that there was no significant difference in the scores for the post-test between face-to-face method (M=74.71, SD=7.59) versus *Facebook* method (M=76.94, SD=7.18) in collaborative writing conditions; $t(31) = .867, p = .393$(two-tailed). From the mean scores, it is evident that there was difference in mean with 2.23 where the *Facebook* collaborative writing obtained higher scores compared to face-to-face collaborative writing. Although there was a slight difference, it was not significant. Thus, the null hypothesis can be accepted that there was no significant difference in the post-test overall writing performance between the face-to-face and *Facebook* collaborative writing. This result was not in line with the study conducted by Saovapa and Pornrapee (2012) regarding face-to-face and *Facebook* in measuring students' writing ability. In their study, they found that respondents in the experimental group (*Facebook*) had higher mean scores and the t-test result displayed there was significant difference for both groups. The main reason was because in Saovapa and Pornapee's study, they had integrated peer feedback in the *Facebook* groups. Hence, the difference in results occurred most probably due to this reason.

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Table 4.8 Results of Post-test for five writing components in Jacob's et al. (1981) ESL Composition Profile

Category	Method	Mean	SD	*t*	*p*
Content	Face-to-face	23.67	2.36	1.213	.234
	Facebook	24.59	1.94		
Organization	Face-to-face	16.09	1.46	1.138	.264
	Facebook	16.63	1.23		
Vocabulary	Face-to-face	15.09	1.57	.392	.698
	Facebook	15.34	2.14		
Language Use	Face-to-face	16.74	2.56	.302	.765
	Facebook	17.00	2.47		
Mechanics	Face-to-face	3.11	.38	1.752	.090
	Facebook	3.38	.47		

$p<.05$

In Table 4.8, it is apparent that almost all categories for *Facebook* collaborative exceed face-to-face collaborative writing. However the mean differences in *Facebook* group were small in value compared to face-to-face collaborative writing. Below is the discussion for each hypothesis.

4.4.2 Null hypothesis 2: Results

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.

Table 4.9 Post-test Results of Content

Category	Method	Mean	SD	*t*	*p*
Content	Face-to-face	23.67	2.36	1.213	.234
	Facebook	24.59	1.94		

*rounded off to the nearest number

In Table 4.9, the mean and standard deviation for the face-to-face collaborative writing were M=23.67 and SD=2.36 meanwhile the mean and standard deviation for *Facebook* groups were M=24.59 and SD=1.94 respectively. Independent t-test result $t(31)= 1.213$, p =.234(two-tailed) indicates that there was no significant difference in the post-test scores for content category because $p>.05$. Thus, the null hypothesis: 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 was accepted.

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4.4.3 Null hypothesis 3: Results

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.

Table 4.10 Post-test Results of Organization

Category	Method	Mean	SD	*t*	*p*
Organization	Face-to-face	16.09	1.46	1.138	.264
	Facebook	16.63	1.23		

*rounded off to the nearest number

In Table 4.10, the mean and standard deviation for organization in face-to-face collaborative writing were M=16.09, SD=1.46 meanwhile in *Facebook* collaborative writing were M=16.63, SD=1.23 respectively. From the independent sample t-test result, $t(31) = 1.138$, $p=.264$ (two-tailed) shows that there was no significant difference in the post-test scores because $p>.05$. Hence, the null hypothesis 3 that indicates there was no significant difference in the post-test writing performance between face-to-face and *Facebook* collaborative writing in terms of organization fails to be rejected.

4.4.4 Null hypothesis 4: Results

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.

Table 4.11 Post-test Results of Vocabulary

Category	Method	Mean	SD	*t*	*p*
Vocabulary	Face-to-face	15.09	1.57	.392	.698
	Facebook	15.34	2.14		

*rounded off to the nearest number

In Table 4.11, the mean and standard deviation for the face-to-face collaborative writing in terms of vocabulary were M=15.09, SD=1.57 whereas for the *Facebook* collaborative writing were M=15.34, SD=2.14 respectively. When comparing the mean difference, there was a small gap occurred. However, based on the independent sample t-test, $t(31)= .392$, $p=.698$(two-tailed) displays that there was no significant difference since $p>.05$. Therefore, the null hypothesis 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 fails to be rejected.

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4.4.5 Null hypothesis 5: Results

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.

Table 4.12 Post-test Results of Language Use

Category	Method	Mean	SD	*t*	*p*
Language Use	Face-to-face	16.74	2.56	.302	.765
	Facebook	17.00	2.47		

*rounded off to the nearest number

In Table 4.12, in terms of the language use, the mean and standard deviation for the face-to-face collaborative writing were M=16.74, SD=2.56 and *Facebook* collaborative writing were M=17.00, SD=2.47. The *Facebook* collaborative writing had higher mean than the face-to-face collaborative writing. However, the difference was not significant under the conditions of $t(31)= .302$, $p=.765$(two-tailed) whereby $p>.05$. Therefore, the null hypothesis 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.; fails to be rejected.

4.4.6 Null hypothesis 6: Results

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.

Table 4.13 Post-test Results of Mechanics

Category	Method	Mean	SD	*t*	*p*
Mechanics	Face-to-face	3.11	.38	1.752	.090
	Facebook	3.38	.47		

*rounded off to the nearest number

In Table 4.13, in terms of mechanics, the mean and standard deviation for the face-to-face and *Facebook* collaborative writing were M=3.11, SD= .38 and M=3.38, SD= .47 respectively. The conditions $t(31) = 1.752$, $p= .090$(two-tailed) indicate that there was no significant difference in the scores for the post-test because $p>.05$. Thus, the null hypothesis fails to be rejected in this study.

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4.4.7 Null hypothesis 7: Results

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.

Table 4.14 Overall Pre-test and Post-test Scores of the Face-to-face collaborative Writing

Face-to-face groups	Mean	SD	*t*	*p*
Pre-overall performance	65.03	10.27	-3.523	.003
Post-overall performance	74.71	7.59		

*rounded off to the nearest number

In Table 4.14, the mean and standard deviation for pre-overall writing performance were M=65.03 and SD=10.27 meanwhile for post-overall writing performance the mean and standard deviation were M=74.71 and SD=7.59 respectively. From the mean, we can see that there was increment of 9.68 after the intervention. Based on paired sample t-test conducted, we can conclude that there was significant difference with conditions; $t(17) = -3.523$, $p=.003$(two-tailed) where $p<.05$. Thus, the null hypothesis is rejected and we accept the alternative hypothesis.

4.4.8 Null hypothesis 8: Results

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.

Table 4.15 Pre-test and Post-test Scores of the Face-to-face Collaborative Writing in terms of Content

Category	Mean	SD	*t*	*p*
Pre-content	19.56	2.66	-5.694	.000
Post-content	23.68	2.36		

*rounded off to the nearest number

On the other hand, in Table 4.15 having compared the mean scores of the face-to-face collaborative writing, pre-test and post-test in terms of content, it could be seen that the mean of post-content was higher (M=23.68, SD=2.36) than the pre-content (M=19.56, SD=2.66). From the mean difference, a paired sample t-test was conducted in determining whether there is statistical difference before and after the intervention. The result suggests that there was significant difference before and after the intervention in face-to-face collaborative writing with conditions; $t(17)=-5.694$, $p=.000$(two-

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tailed).Therefore, the null hypothesis is also rejected and the alternative hypothesis is accepted.

4.4.9 Null hypothesis 9: Results

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.

Table 4.16 Pre-test and Post-test Scores of the Face-to-face Collaborative Writing in terms of Organization

Category	Mean	SD	*t*	*p*
Pre-organization	14.32	2.42	-2.743	.014
Post-organization	16.09	1.46		

*rounded off to the nearest number

In Table 4.16, as for the organization scores, the mean and standard deviation for pre-organization were lower (M=14.32, SD= 2.42) than the post-organization (M= 16.09, SD= 1.46) and conditions $t(17)= -2.743$, $p= 0.14$(two-tailed) which indicates that there was a significant difference in terms of organization for the face-to-face collaborative writing before and after the treatment because $p<.05$. Again, null hypothesis is rejected and the alternative hypothesis is accepted.

4.4.10 Null hypothesis 10: Results

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.

Table 4.17 Pre-test and Post-test Scores of the Face-to-face Collaborative Writing in terms of Vocabulary

Category	Mean	SD	*t*	*p*
Pre-vocabulary	13.09	2.41	-3.536	.003
Post-vocabulary	15.09	1.57		

*rounded off to the nearest number

In Table 4.17, the mean and standard deviation for the pre-vocabulary were M=13.09 and SD=2.41 meanwhile for the post-vocabulary the mean and standard deviation were M=15.09 and SD=1.57 respectively. There was increment with a total of 2.00 after the intervention. After analyzing this data using paired sample t-test, it can be concluded

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that there was significant difference with conditions; $t(17)$=-3.536, p=.003 (two-tailed) where p<.05. Thus, the null hypothesis is rejected and the alternative hypothesis is accepted.

4.4.11 Null hypothesis 11: Results

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.

Table 4.18 Pre-test and Post-test Scores of the Face-to-face Collaborative Writing in terms of Language Use

Category	Mean	SD	*t*	*p*
Pre-language use	15.12	3.05	-1.734	.102
Post-language use	16.74	2.56		

*rounded off to the nearest number

On the other hand, although there were significant differences for the overall scores in face-to-face collaborative writing, content, organization and vocabulary, for pre- and post-language use in Table 4.20, it could be seen that there was no significant difference in the mean scores. For language use, the mean and standard deviation in the pre-test were M=15.12 and SD=3.05, meanwhile the post-test were M=16.74, SD=2.56 respectively with conditions; $t(17)$= -1.734, p=.102(two-tailed). Therefore, the null hypothesis; 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 is accepted.

4.4.12 Null hypothesis 12: Results

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.

Table 4.19 Pre-test and Post-test Scores of the Face-to-face Collaborative Writing in terms of Mechanics

Category	Mean	SD	*t*	*p*
Pre-mechanics	2.94	.46	-2.562	.138
Post-mechanics	3.12	.38		

*rounded off to the nearest number

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In Table 4.19, as for mechanics, the mean and standard deviation in the pre-mechanics were M=2.94 and SD=.46 meanwhile the mean and standard deviation for the post-mechanics were M=3.12, SD=.38 with conditions; $t(17)=-2.562$, $p=.138$(two-tailed). From the t-test results, it can be concluded that there was no significant difference in the pre- and post-mechanics because $p>.05$. As a conclusion, there were significant differences in the pre- and post-test scores of face-to-face collaborative writing in terms of overall writing performance and components except for language use and mechanics.

4.4.13 Null hypothesis 13: Results

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.

Table 4.20 Overall Pre-test and Post-test Scores of the *Facebook* collaborative Writing

Category	Mean	SD	*t*	*p*
Pre-overall performance	66.66	9.11	-6.864	.000
Post-overall performance	76.94	7.18		

*rounded off to the nearest number

As shown in Table 4.20, post-test score for overall performance was higher (M=76.94, SD=7.18) compared to pre-test score (M=66.66, SD=9.11). The mean scores were then compared using paired sample t-test analysis. The result revealed that there was significant difference with $t(16)=-6.864$, $p=.000$ (two-tailed) because $p<.05$. Thus, the null hypothesis: there is no significant difference between the overall pre-and post-test mean scores of the *Facebook* collaborative writing on ESL students is rejected and the alternative hypothesis is accepted.

4.4.14 Null hypothesis 14: Results

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.

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Table 4.21 Pre-test and Post-test Scores of the *Facebook* Collaborative Writing in terms of Content

Category	Mean	SD	*t*	*p*
Pre-content	20.47	2.98	-8.035	.000
Post-content	24.59	1.94		

*rounded off to the nearest number

In Table 4.21, the results of *Facebook* collaborative writing shows that the mean and standard deviation in the pre-content were M=20.47 and SD=2.98 meanwhile the mean and standard deviation for the post-content were M=24.59, SD=1.94 with conditions; $t(16)$=-8.035, p=.000(two-tailed). From the t-test results, it can be concluded that there was significant difference in the pre and post-content scores of *Facebook* collaborative writing because $p<.05$. Hence, the null hypothesis: 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 is rejected and the alternative hypothesis is accepted.

4.4.15 Null hypothesis 15: Results

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.

Table 4.22 Pre-test and Post-test Scores of the *Facebook* Collaborative Writing in terms of Organization

Category	Mean	SD	*t*	*p*
Pre-organization	14.69	1.86	-5.730	.000
Post-organization	16.63	1.23		

*rounded off to the nearest number

In Table 4.22, the mean and standard deviation for the pre-organization of *Facebook* collaborative writing were M=14.69 and SD=1.86 meanwhile for the post-organization, the mean and standard deviation were M=16.63 and SD=1.23 respectively. There was increment with a total of 1.94 after the intervention. After analyzing this data using paired sample t-test, it can be concluded that there was significant difference with conditions; $t(16)$=-5.730, p=.000 (two-tailed) where $p<.05$. Thus, the null hypothesis: 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 is rejected and the alternative hypothesis is accepted.

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4.4.16 Null hypothesis 16: Results

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.

Table 4.23 Pre-test and Post-test Scores of the *Facebook* Collaborative Writing in terms of Vocabulary

Category	Mean	SD	*t*	*p*
Pre-vocabulary	13.97	2.06	-3.083	.008
Post-vocabulary	15.34	2.14		

*rounded off to the nearest number

In Table 4.23, the results of *Facebook* collaborative writing shows that the mean and standard deviation in the pre-vocabulary were M=13.97 and SD=2.06 meanwhile the mean and standard deviation for the post-vocabulary were M=15.34, SD=2.14 with conditions; $t(16)=-3.083$, $p=.008$(two-tailed). From the t-test results, it can be concluded that there was significant difference in the pre and post-test scores of content because $p<.05$. Hence, the null hypothesis: 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 is rejected and the alternative hypothesis is accepted.

4.4.17 Null hypothesis 17: Results

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.

Table 4.24 Pre-test and Post-test Scores of the Face-to-face Collaborative Writing in terms of Language Use

Category	Mean	SD	*t*	*p*
Pre-language use	14.63	2.87	-3.301	.005
Post-language use	17.00	2.47		

*rounded off to the nearest number

In Table 4.24, the results of *Facebook* collaborative writing shows that the mean and standard deviation in the pre-language use were M=14.63 and SD=2.87 meanwhile the mean and standard deviation for the post-language use were M=17.00, SD=2.47 with conditions; $t(16)=-3.301$, $p=.005$(two-tailed). From the t-test results, it can be concluded that there was significant difference in the pre and post-test scores of content because

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$p<.05$. Hence, the null hypothesis: 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 is rejected and the alternative hypothesis is accepted.

4.4.18 Null hypothesis 18: Results

H_0 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.

Table 4.25 Pre-test and Post-test Scores of the *Facebook* Collaborative Writing in terms of Mechanics

Category	Mean	SD	*t*	*p*
Pre-mechanics	3.03	.56	-2.711	.016
Post-mechanics	3.34	.46		

*rounded off to the nearest number

As shown in Table 4.25, the results of *Facebook* collaborative writing shows that the mean and standard deviation in the pre-mechanics were M=3.03 and SD=.56 meanwhile the mean and standard deviation for the post-mechanics were M=3.34, SD=.46with conditions; $t(16)=-2.711$, $p=.016$(two-tailed). From the t-test results, it can be concluded that there was significant difference in the pre and post-mechanics because $p<.05$. Hence, the null hypothesis: 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 is rejected and the alternative hypothesis is accepted.

4.5 Perceptions towards *Facebook* collaborative writing

The current study had also employed the use of a questionnaire developed by Shih (2011) and Melor Md Yunus et al. (2012) which investigates the use of *Facebook* in collaborative writing for ESL learners. The modified version of the four-point likert-type questionnaire ranging from 1 (Strongly Disagree) to 4 (Strongly Agree) consists of four dimensions of collaborative writing in *Facebook*. The dimensions are i) the use of *Facebook* as digital language learning platform ii) the use of collaborative writing in language learning, iii) the use of *Facebook* in collaborative writing for language learning and iv) the effects of *Facebook* usage in collaborative writing for language learners. From the likert-type items, the scores were calculated in the form of mean and standard deviation. The results are illustrated in Table 4.26.

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Table 4.26: Questionnaire Results of Students' Perceptions towards *Facebook* Collaborative writing in Improving Writing Performance

	ITEM	Mean	SD
	Use of *Facebook* as digital language learning platform		
1	I agree *Facebook* act successfully as an online environment that facilitated English language learning.	2.69	.602
29	I reviewed my writing (spelling, vocabulary, grammar) carefully before posting on the wall in the *Facebook*.	3.38	.500
30	The peer comment activities allowed me to learn autonomously.	3.06	.443
31	The peer comment activities increased my motivation to learn English.	3.00	.365
32	I learned new words through the comments posted in *Facebook*.	3.19	.750
33	I looked up meanings of the new words found or learned through *Facebook* postings.	3.13	.619
34	I used the new words I learned from *Facebook*.	3.13	.500
37	The spell-check feature in *Facebook* reduced my spelling error.	3.44	.629
	Total Aggregated Scores	**3.11**	**.295**
	Use of collaborative writing in language learning		
3	Collaborative writing made me put more effort into learning to write in English.	3.13	.619
4	Collaborative writing made me learn how to solve problems.	3.13	.500
5	Reading other peoples' writings and presentation gave me a lot of benefits.	3.31	.479
8	Collaborative writing helped me to communicate with my team-mates well.	2.94	.772
9	Collaborative writing enhanced the friendship between my team-mates and I.	2.94	.443
10	Collaborative writing strengthened the trust between my team-mates and I.	2.75	.557
28	I considered the suggestions and comments given by peers when revising my own writing.	3.19	.403
	Total Aggregated Scores	**3.00**	**.395**
	Use of *Facebook* in collaborative writing for language learners		
2	The Comment feature in *Facebook* allows me to give	2.87	.342

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	feedback in me and my friends' writing effectively.		
11	*Facebook* made me actively assess others' work and share the writing outcome with other team-mates.	3.19	.403
14	I learned more vocabulary and spelling through peer comment on *Facebook*.	3.13	.619
15	I learned English grammar and structure through peer comment on *Facebook*.	3.13	.719
16	I learned writing organization through peer comment on *Facebook*.	3.06	.443
17	I improved the content of my writing through brainstorming sessions on *Facebook*.	3.25	.447
19	The combination of *Facebook* and collaborative writing motivated me to write in English writing.	3.06	.443
25	The comments by peers in *Facebook* were useful in improving my writing in English.	3.19	.544
27	Reading my peers' writing on *Facebook* increased my learning experience.	3.19	.403
36	The brainstorming sessions held through *Facebook* helped me to organize my thoughts before writing.	3.19	.403
38	Online writing through *Facebook* gave me ample time to organize my idea before writing.	3.19	.544
	Total Aggregated Scores	**3.07**	**.311**
	Effects of *Facebook* usage in collaborative writing for language learners		
18	The use of *Facebook* in collaborative writing enhanced my English writing skill.	3.13	.500
6	I was motivated to learn writing in English through *Facebook*.	2.69	.602
7	In general, I am satisfied with the use of *Facebook* to improve my writing in English.	3.00	.730
12	I was more serious towards my learning when learning writing through *Facebook*.	2.81	.544
20	I am more confident to write in English after using this approach.	2.87	.619
21	I am more confident to speak in English after doing collaborative writing through *Facebook*.	2.81	.750
22	Peer comment in *Facebook* really helped me improve my writing in English.	3.38	.885
23	I felt comfortable having my peers read my writing in English through *Facebook*.	3.06	.574
24	I felt comfortable giving feedback to my peers on their writing in English using *Facebook*.	2.94	.443
26	I felt comfortable posting ideas or opinions on *Facebook*.	3.25	.447

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35	I inculcated a more positive attitude towards learning English as a second language after using *Facebook*.	3.31	.479
39	I found it easy to complete essays after using *Facebook* for my writing.	2.88	.719
40	I was distracted by the other features in *Facebook* when using *Facebook* for writing.	2.69	1.014
41	I felt encouraged when friends 'like' my post or comment in *Facebook*.	3.25	.775
42	I prefer writing on *Facebook* group than writing in classroom discussion context because it saves my time.	2.50	.894
	Total Aggregated Scores	**3.18**	**.325**

In Table 4.26, the participants somewhat agreed that *Facebook* acts successfully as a good online environment that facilitated English language learning (M=2.69, SD=.602). They also agreed that the use of *Facebook* as a platform in language learning has made them review their writing (spelling, vocabulary, grammar) carefully before posting on the wall (M=3.38, SD=.500). In addition, from the results also it was reported that they agreed to the statement that the comment application in *Facebook* has also allowed their learning autonomy and increased their motivation to learn English with (M=3.06, SD=.443) and (M=3.00, SD=.365). Furthermore, through the comments posted on *Facebook* found that the participants agreed they were able to learn new words with (M=3.19, SD=.750). After learning new words, they indicated that they put their effort in searching the meaning of the new words found from *Facebook* (M=3.13, SD=.619) and also applied the words they had learned from it (M=3.13, SD=.500). Besides the comment application, the spell-check feature in *Facebook* had also reduced their spelling errors and high mean was reported for this item (M=3.44, SD=.629). In short, based on the aggregated scores for this particular item, it can be concluded that on average the students tend to agree with the statement that *Facebook* can be used as a digital language learning platform with M= 3.11, SD= .295.

The table also displays the results for students' perceptions on the use of collaborative writing in language learning. In collaborative writing, all students agreed that reading others' writings and presenting their ideas had benefited them a lot with high mean (M=3.31, SD=.479). Meanwhile, reasonably high mean results were reported for statements "Collaborative writing made me put more effort into learning to write in English" (M=3.13, SD=.619), "Collaborative made me learn how to solve problems" (M=3.13, SD=.500) and "I considered the suggestions and comments given my peers when revising my own writing" (M=3.19, SD=.403). Some students also moderately agreed that through collaborative writing, it helped them communicate well with their group members (M=2.94, SD=.772), and enhanced their friendship (M=2.94, SD=.443). However, surprisingly some participants were less likely to agree to the statement that "Collaborative writing strengthened the trust between my team-mates and I" and has

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lower mean compared to others (M=2.75, SD=.577). To sum up, it can be concluded that majority students tend to agree to the use of collaborative writing in language learning with aggregated scores M= 3.00, S = .395.

In terms of students' perceptions towards the use of *Facebook* in collaborative writing for language learners, they deemed the comment feature in *Facebook* as quite effective in allowing them to give feedback on their friends' writings (M=2.87, SD=.342). Despite that, all of them agreed that collaborative writing in *Facebook* had made them actively accessing others' work and sharing the writing output with their group members (M=3.19, SD=.403). Besides, they also indicated that they were able to learn more vocabulary and spelling via the comments given (M=3.13, SD=.619), English grammar and structure (M=3.13, SD=.719) as well as writing organization (M=3.06, SD=.443). In fact, the participants also declared that the content of their essay writing was improved through the brainstorming sessions on *Facebook* (M=3.25, SD=.447). In addition, the combination of *Facebook* and collaborative writing, to a certain extent had motivated them to write in English (M=3.06, SD=.443). Moreover, there were also similar high mean values that implied most of them asserted that comments given by peers in the writings were useful in improving their writing (M=3.19, SD=.544) and through *Facebook* too they declared that they had ample time to organize ideas before they started writing (M=3.19, SD=.403). On the other hand, all students were in agreement when they asserted that reading others' writing on *Facebook* had increased their learning experience (M=3.19, SD=.403) and brainstorming had benefited them in organizing ideas before writing (M=3.19, SD=.403). On the whole, based on the aggregated score with M= 3.17, SD=.311 indicate that most students favored with the use of *Facebook* in collaborative writing for language learning purposes.

Alternately, concerning the effects of *Facebook* usage in collaborative writing for language learners, it can be said that participants' English writing skills had been enhanced via the utilization of *Facebook* in collaborative writing (M=3.13, SD=.500). Overall, they were motivated to learn English writing via *Facebook* (M=2.69, SD=.602). In terms of satisfaction level, the mean was quite high (M=3.00, SD=.730) that indicates they were satisfied with the use of *Facebook* in improving writing skill. On the other hand, the students were agreed that they became more serious towards learning writing via *Facebook* (M=2.81, SD=.544) and their confident to write in English had slightly increased after using the approach (M=2.87, SD=.619). Besides, they also indicated that they became moderately confident to speak in English after doing the writing collaboratively via *Facebook* (M=2.81, SD=.750). Regarding the peer comment, it was reported that the students were highly satisfied that such feature helped them to improve their writing (M=3.38, SD=.885) and felt comfortable when other group members read their writing in *Facebook* group (M=3.06, SD=.574). On the other hand, slightly lower mean could be seen in terms of feeling comfortable to give feedback to my peers on their writing in English through *Facebook* (M=2.94, SD=.443). Majority of the students felt satisfied and felt comfortable to post ideas and opinions on *Facebook* (M=3.25,

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SD=.447) and inculcated positive attitude towards learning English as second language after using this approach (M=3.31, SD=.479). However, the respondents were less likely to agree that using this approach helped them complete their writing task at ease (M=2.88, SD=.719) despite denying that they were distracted with other features in *Facebook* during the writing activity (M=2.69, SD=1.014). Since *Facebook* has 'like' application, this definitely had encouraged them to post more comments on *Facebook* (M=3.25, SD=.775). Despite all positive perceptions towards this approach, the participants however were having least preferences on doing writing on *Facebook* group due to time constraint (M=2.50, SD=.894). In a nutshell, with the aggregated scores of M= 3.18, SD= .325, students fairly agreed that the use of *Facebook* in collaborative writing for language learning gives positive effects in terms of improving their writing skills and affective domains as mentioned earlier. As a conclusion, it can be summed up that students had portrayed mostly positive perceptions towards collaborative writing in *Facebook*.

4.6 Discussion on the Findings

Findings from this study show that there were no significant differences in students' writing performance between face-to-face and *Facebook* collaborative writing based on the statistical analysis. Positive perceptions were also received based on students' response on the questionnaire. Below are the discussions of the findings in this study.

4.6.1 Effects of face-to-face and *Facebook* collaborative writing on ESL students' writing performance

The results of this study revealed that there were overall positive changes on students' writing performance for the experimental and the comparison groups. Overall, there were increments in score in the post test. Both groups had displayed increment of scores but apparently *Facebook* groups obtained higher marks as opposed to the comparison group and this result aligns with the previous studies conducted by Roberts (2009), Shih (2011) and Thanawan and Punchalee (2012). According to Thanawan and Punchalee (2012), through writing activity in Facebook has made students to discuss on sentence structure, word meanings, parts of speech and relative clauses. They also found that from this activity, there was significant relationship between grammar and writing parts. As such, students in Facebook group had improved their writing performance.

Meanwhile, in the comparison groups, students were having face-to-face discussion in the classroom meeting. They had also done collaborative writing activities. In collaborative writing, people do things together to create and recreate knowledge in the discourse (Wells, 2000). This affirms that through collaboration activity, knowledge is

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developed by individuals who are working together. Meanwhile, in Vygotsky's socialcultural learning theory, writing is perceived as a social act. As a result from interactions, learners had created learning opportunities from specific context through feedback and instructions. Wall, private message and comment applications in *Facebook* offer a platform for natural communication in L2 which imply to the closest 'authentic conversation'. Meanwhile the asynchronous aspects of *Facebook* had given students extra time to reflect upon their writing and at the same time let them verify the use of rules by themselves.

Nonetheless, in this study, *Facebook* groups had shown higher marks as opposed to face-to-face groups. This implied that through the use of social networking site, *Facebook* had contributed to better performance than the conventional face-to-face groups. As Blattner and Fiori (2009) emphasize that through *Facebook*, authentic language interaction can be achieved thus help language learners to enhance self-confidence and improve their performance of English language learners. Additionally, in *Facebook*, students were writing at their own pace and did not feel pressure by time constraint which usually leads to anxiety. The topics were also chosen as interesting as possible in order to motivate students in the discussions.

Despite the *Facebook* collaborative writing had shown slightly higher marks compared to the face-to-face collaborative writing, the difference was found to be not significant statistically. From the cognitive process theory introduced by Flower and Hayes (1981), the same major stages in writing process such as "planning, composing (translating) and reviewing" were applied by both control and experimental groups. Due to this exposure, in the face-to-face collaborative writing, participants had learned how to write properly on papers and they could see the writing process clearly as opposed to *Facebook* collaborative writing. As mentioned earlier, *Facebook*'s design has a few limitations in nature. For instance, the space to write, revise and finalize an essay draft was no sufficient compared to the actual words processing tools like MS Words or other social media tool like Wikis. In *Facebook* group, there are only eight available functions in order to do the collaborative writing for example bold, italic, underline, numbering, bullets, spacing, title box and spell-check feature. These functions had limited students to see their errors and corrections made in the created documents. In comparison to face-to-face discussion, students can always opt for other options in showing the errors or corrections for instance using highlighters or just simply pointed out the mistakes they made. Due to *Facebook* nature that limits extended discussion, this is most probably why there was no significant difference between face-to-face and *Facebook* collaborative writing groups.

On the other hand, through the statistical analysis of each component based on Jacob's et al. (1981) ESL Composition Profile, in pre-test and post-test scores of face-to-face collaborative writing it was reported that there was significant difference due to the use

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of face-to-face collaborative writing. Although it was done in classroom setting, the nature of collaboration itself allows students to be more expressive in terms of facial cues and body gestures when communicating instantly. This assisted students more in brainstorming sessions, clarifying information and writing output together. However, in terms of language use and mechanics, there were no significant differences between these two categories. As a comparison to *Facebook* collaborative writing group, there is spell-check feature that has assisted students when they produced their essays collectively. As opposed to face-to-face collaborative writing group, students were not provided with spell-check feature and this will probably make them unaware of their mechanics errors. The similar reason can justify why the language use was not improved even after the intervention of face-to-face collaborative writing. Besides, students in *Facebook* group can also utilize other options to check their language use. This can be done through the *Facebook* status or post on the wall in order to get further clarification on the use of language. Hence, through this act, their pool of knowledge is extended more compared to those in face-to-face collaborative writing group.

As for *Facebook* collaborative writing, there was also significant difference in the pre- and post-test scores for all five components based on Jacob's et al. (1981) ESL Composition Profile. This resulted from the activities done by students which all of them had spent some of their time reading posts, giving comments and sharing related information. This situation was in line with a study conducted by Shih (2011) that students learned from postings made by their peers and they were very useful and beneficial. In the current study, students had opportunities to observe the writing process and obtain knowledge and skills from others' writings. From the Facebook group, students were provided a detailed guideline in completing their writing tasks. Thus, they had opportunities to observe their peers' writing styles, writing structure, language use transparently and clearly. Besides, through the reviewing and commenting processes, students also were given chances to make amendments on their writings as well as refined their knowledge and skills via the social interaction thus improved the quality of their work (Tsai & Tseng, 2007). Shih (2011) further concluded that using *Facebook* with peer assessment was appropriate in assisting English language writing because it provided opportunities for students to improve on their grammar, structure, content, organization and vocabulary as well. Besides, the results were also consistent with Vygotsky's sociocultural learning theory whereby learning cannot be separated from social world in culturally organized activity and because of that it is very important for learning to happen (Lantolf and Thorne, 2006).

4.6.2 Perceptions towards *Facebook* collaborative writing

In order to investigate students' perceptions on *Facebook* collaborative writing on their writing performance, students were given a second survey after completing the intervention and post-test. Out of sixteen students, all of them managed to complete the given survey. In the survey, there were four constructs namely: i) the use of *Facebook* as

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digital language learning platform ii) the use of collaborative writing in language learning, iii) the use of *Facebook* in collaborative writing for language learning and iv) the effects of *Facebook* usage in collaborative writing for language learners.

4.6.2.1 Students' perceptions on the use of *Facebook* as digital learning platform

Based on the findings, it was found that majority students agreed that *Facebook* had successfully assisted language learning in online environment. This shows that *Facebook* can be incorporated in language learning because some students stated that they reviewed their writing before posting on the wall. This finding is in line with Shih's (2011) study who found in his where majority students were in the same consensus that the use of *Facebook* in writings could highly enhance their learning. Besides, via *Facebook* learners become more responsible on their own learning thus increased their motivation to learn English and allowed learner autonomy. This finding is similar with Kim (2009) who stated many educational technology experts believe that multimedia technologies without a doubt can motivate students to learn languages better. Additionally, the use of social software tools as digital learning platform has allowed the development of self-regulated learning where students themselves take their own initiatives to learn, manage and evaluate their learning while maintaining high motivation level (Biggs, 1987; Zimmerman & Schunk, 1989; Simon, 1992). Besides that, with *Facebook* features such as the spell-check and comment application the participants were given opportunities to learn new words by searching the meanings on the Internet and also reduced spelling errors. With this advanced feature in social networking like *Facebook*, the same advantage is gained with any word-based tools that could assist learning better. This finding is similar with Shih's (2011) study who proved that *Facebook* had effectively assisted his students in learning English including spelling with the existence of such features. Additionally, Lave and Wenger (1991) also perceive participation in social world as a part of learning. Therefore it is believed that people can learn better in social settings since they are immersed with authentic and relevant social interactions. The use of *Facebook* in this study as digital language learning platform offers social online communities. For that reason, learning is improved through networked environment and facilitates necessary interaction for that purpose (Wenger, McDermott, & Snyder, 2002).

4.6.2.2 Students' perceptions on the use of collaborative writing in language learning

Regarding students' perceptions on the use of collaborative writing in language learning, majority of the students displayed moderately to highly positive perceptions. In particular, students displayed high satisfaction and highly appreciated the use of collaborative writing in language learning. They asserted that through collaboration in

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writing, they can learn from others' writings in terms of enriching contents, organising ideas, improving language use, vocabulary as well as mechanics. These findings are similar to those found by Ede and Lunsford (1990) that their respondents thought collaborative writing was productive. They stated that through collaborative writing, ideas were gathered, different points of views were discussed and errors such as grammatical errors were reduced via revision to a more accurate outcome. Additionally, these findings are also parallel with Kessler's study in 2009 in which students were able to make changes during collaboration and improved their language learning. Besides that, the participants in this study stated that they put more effort into English writing due to collaborative writing which taught them how to solve problems. These findings are parallel with Shih's (2011) study whose students had put more effort and learned how to solve problems resulted from the integration of *Facebook* in his writing class. In addition, Totten, Sills, Digby and Russ (1991) and Gokhale (1995) also added that collaboration gives students opportunities to become more responsible on their own learning and resulted to higher achievement. Despite this, some students portrayed fairly agreement towards collaborative writing that was supposed to assist them in communication. This finding is not consistent with Shih's (2011) study most probably due to longer time needed in collaborative writing (Ede and Lunsford, 1990) and also unreliable internet connection (Noel and Robert, 2004) that could affect the fluidity of the collaborative writing process. Besides that, some participants also slightly agreed that collaborative writing had enhanced their trust between group members. Again, this finding is not consistent with Shih (2011) most probably due to random distribution when developing group members and also insufficient time to build good bond throughout this study.

4.6.2.3 Students' perceptions on the use of *Facebook* in collaborative writing for language learners

From the questionnaire, it was found that majority of the students agreed that the comment feature allowed them to assess others' writings and share their thoughts with the rest of the group members. As a result, they were able to learn vocabulary, improve spellings, and gain more valuable input and ideas due to the existing feature available in *Facebook*. This had motivated them to engage more in English writing because they could learn useful knowledge from the comments and this had improved their learning experience simultaneously. These findings were found to be similar with a study conducted by Melor Md. Yunus et al. (2012), Wan Rusli Wan Ahmad and Nuraihan Mat Daud (2011), Shih (2011) and Saovapa and Pornrapee (2012) that portrayed the integration of *Facebook* in English writing had improved students' language learning. This is because the existing tools in *Facebook* permit various and synchronous opportunities in collaboration. Previously the conventional means were only restricted to pair work due to the limitation of face-to-face or shared document conventions. With *Facebook* more meaningful learning environment can be created and comment feature makes the learning process more easy and fun. Besides that, the comment feature also

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makes the contents of discussion more organized and can be responded immediately compared to the one written on a piece of paper (Saovaopa and Pornrapee, 2012).

4.6.2.4 Effects of *Facebook* usage in collaborative writing for language learners

Overall, it can be said that students' writing performance was improved with the use of *Facebook* in collaborative writing. This has inculcated students to more positive attitudes towards the learning in terms of motivation, satisfaction and confidence. The same findings could be found in Kabilan et al.'s (2010) and Shih's (2011) studies where their students also displayed the same positive perceptions towards *Facebook* in the language skills. Haverback (2009) in his study also found positive observations on *Facebook* where students became more creative and participate actively in the online community. This is probably because *Facebook* allowed students to discuss with peers, give feedback and comment on the writing activities either synchronous or asynchronously. Besides, it was found that they can also share useful and related information regarding their writing activities that might be helpful in the writing process (Haverback 2009). According to Bernard et al. (2000), in online learning it is pivotal for collaboration to take place successfully by having learners feel valuable to their team where his or her knowledge is beneficial via the social interactions. Many studies have also consistently demonstrated the advantages of using *Facebook* in writing. With collaboration activities in *Facebook* or any other online learning application, higher achievement could be achieved and knowledge is able to be shared as opposed to the individual conventional learning (Johnson et al., 1994, p. 53).

4.9 Summary

In this chapter, the researcher has presented the findings and discussions of the study. From the findings, it was found that there were no significant differences between face-to-face and *Facebook* collaborative writing groups in terms of overall writing performance as well as the five writing components in Jacobs' et al. (1981) ESL Composition Profile such as content, organization, vocabulary, language use as well as mechanics. However, when comparison made within the group using paired sample t-test, in face-to-face collaborative writing, it was found that there were significant differences in overall writing performance as well as content, organization and vocabulary except for language use and mechanics. Alternately, in *Facebook* collaborative writing, there were significant differences from all aspects including overall writing performance, content, organization, vocabulary, language use as well as mechanics. The researcher has also compared the results with other studies for further comprehension and elaboration. As a conclusion, it could be said that *Facebook* collaborative writing had shown positive impact towards English writing. These findings are aligned with many studies conducted by other scholars.

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CHAPTER 5

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the study, implications of the findings in terms of theory and pedagogy. Based on the limitations of the study, the researcher also provides some suggestions for future research. Finally, a conclusion based on the objectives and research questions are drawn from the findings and discussions.

5.1 Summary of the research

The main purpose of this study was to find out whether significant differences exist between *Facebook* collaborative writing with face-to-face collaborative writing in ESL participants' writing performance. The writing performance was analyzed based on five components on Jacob's et al. (1981) ESL Composition Profile namely content, organization, vocabulary, language use as well as mechanics. After using the *Facebook* collaborative writing approach, participants were also asked to share their experiences with regards to their participation in the collaborative writing. The participants were thirty-three second year ESL participants in a public tertiary institution in Malaysia. One intact classroom was assigned into two groups using the matching-only design. In the study, the *Facebook* collaborative writing acted as the experimental group meanwhile the face-to-face collaborative writing acted as the comparison group. Both classes were taught by the same instructor about the process of writing argumentative essay. Initially, both groups were taught in two different classrooms before the next step whereby the experimental group was given *Facebook* collaborative writing treatment meanwhile the comparison group was going through face-to-face collaborative writing in the classroom. After the input sessions, participants started the collaborative writing activity in which the face-to-face collaborative writing; emphasis was given on classroom discussion context. Participants did the brainstorming activities, writing outlines, revising draft and finalizing essay in the classroom. In the face-to-face collaborative writing, three groups consisted of four people and another one group consisted of five members. Meanwhile, in the *Facebook* collaborative writing, emphasis was put on the medium used to do collaborative writing activities. Wall, PM, Files, and Comment applications of *Facebook* were utilized as an alternative to face-to-face collaborative writing. Using the treatment, *Facebook*, had allowed participants to experience asynchronous discussion according to their availability.

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In order to gauge differences in performance before and after going through different treatments, the researcher used two different types of evaluation. Firstly, participants were required to sit for pre-test prior to the treatment. The standardized topics were chosen from Educational Testing Service (ETS) in order to assure its content validity and biasness. The pre-test and post-test consisted of five questions each. The scores obtained from the pre- and post-test were then compared using inferential statistics, t-test. Secondly, a set of questionnaire was administered to participants in the experimental group in order to investigate their perceptions towards *Facebook* collaborative writing.

From the findings of the scores, it was found that there was no significant difference in the post-test overall writing performance between the face-to-face and *Facebook* collaborative writing. In terms of Jacob's et al. (1981) ESL Composition Profile, there was also no significant difference in the post-test scores of the face-to-face and *Facebook* collaborative writing in terms of content, organization, vocabulary, language use and mechanics. However, there was statistically significant increase between the pre-test and post-test scores of the participants in both comparison and experimental groups. Additionally, for face-to-face collaborative writing, there were also significant differences in terms of Jacob's et al. (1981) ESL Composition Profile for content, organization and vocabulary. However, there were no significant differences with regards to language use and mechanics. As for *Facebook* collaborative writing, there were significant differences for all five writing components; content, organization, vocabulary, language use as well as mechanics. This result was in line with Roberts (2009), Thanawan and Punchalee (2012), Hatime and Zaynep (2012) and Wichadee and Nopakun (2012) that students' performed better in *Facebook* groups and improved their writing ability.

Apart from differences in writing performance, students' perceptions were also taken into consideration in finding out the effectiveness of *Facebook* collaborative writing in this present study. A set of questionnaire that was distributed earlier was computed using percentages of cumulative agree and cumulative disagree. Based on the computed results, it was found that overall participants displayed moderately to highly positive perceptions towards *Facebook* collaborative writing. As far as *Facebook* collaborative writing is concerned, participants shared some of its advantages and disadvantages which gives additional insights on how it can be carried out better in future.

As a conclusion, the results obtained from this study in determining the effectiveness of *Facebook* collaborative writing in improving students' writing performance has proved that social networking sites does facilitate language learning aside from socializing activities solely. Collaborative writing itself has benefited students in many ways as possible such as expanding and developing ideas, inculcate critical and creative thinking as well as establishing good rapport among them.

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5.2 Implications

The findings of this study have drawn implications to two parts; theoretical and pedagogical implications as follows:

5.2.1 Theoretical Implications of the Study

From the theoretical perspective, this study has extended research on writing problems and proposed solution via collaborative writing in social networking site in order to improve writing performance. From the theoretical view, it offers deeper comprehension related to writing skills in the second language learning together with the integration of computer technology specifically Web 2.0 applications.

In the present study, *Facebook* collaborative writing has shown promising potential as additional instructional tool in fostering good writing skills at tertiary level of education. Students who do collaboration either using conventional method such as face-to-face meeting or through online via social networking sites have brought up language learning into another level that suits with today's techno-savvy learners. Vygotksy (1978) emphasizes that writing is a social act thus language learning can be developed within social context. With social networking sites such as *Facebook* that provides unlimited access worldwide, knowledge and skills are able to be moulded and shared simultaneously within social communities.

With the advancement of technologies nowadays, learners do not have to meet face-to-face in order to accomplish such activities. Brainstorming, developing ideas and many other activities that are related to writing can now be done within a single click. The hassle to travel from place to place is being simplified with the existence of computer technologies in a fun socialized way, through popular social networking site, *Facebook*. This statement is supported by Bartlett (2006) who posits that social network is a form of technology that aid communication between groups either through collaboration, social connection or information exchange in online context.

Based on sociocultural learning theory proposed by Vygotsky, that learning in second language context should not be isolated based on individual effort instead it should be more on collaborative achievement. Vygotsky believes that in developing elementary natural process, sociocultural factors are inevitable. The present study extends the potential of social networking sites in writing performance whereby *Facebook* collaborative writing is seen as promising instructional tools in education especially at tertiary level of education.

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In this theory, what learners bring on the table is considered as equally important in any learning situation because they are the ones who play as problem-solvers and meaning-makers. Learning is seen as a result from dynamic interaction that occurs between teachers, learners and tasks. Social interaction has mediated learning where learners have to complete task with the help of other people and this process is being internalized for the practice of their own later. In sum, successful interaction happens when learners are able to scaffold new tasks themselves (Ellis, 2000).

However, the writing process is incomplete without correct guidance on how to start the writing process properly. Thus, Flower and Hayes's (1981) cognitive process theory provides useful tips to assist students in writing activities. With provided stages, learners were able to apply such stages in their writing process. This combination has shaped positive perceptions towards *Facebook* collaborative writing.

5.2.2 Pedagogical Implications of the Study

The present study provides pedagogical implications for higher education stakeholders especially educators and students in ESL context. *Facebook* collaborative writing can be a promising instructional tool not only in ESL classroom but it can be used in other contexts as well with regards to language learning. The use of this approach was found to improve students' writing performance specifically in terms of content, organization, language use, vocabulary as well as mechanics. This finding is similar with Shih's (2011) study and Roberts (2009) and Wan Ahmad Wan Rusli and Nuraihan Mat Daud (2011) that via *Facebook*, students were provided with the opportunity to assess others' writings and enhance grammar, structure, content, organization as well as vocabulary. This had led to the improvement of students' writing in general.

In the present study, it was found that collaborative writing either in the face-to-face or via *Facebook* had enhanced students' writing performance significantly. Following this, collaborative writing can enrich more complex projects compared to individuals' outcomes especially with the help of collaborative writing tools. In this study, *Facebook* had provided substantial advantages to writing activities in terms of enhancing students' commitment and resulting to more effective and efficient processes of work. Students also felt more engaged and responsible to the outcome of the project. Above all, *Facebook* group application has also made collaborative writing tools easier to design better work processes. Students were able to monitor others' contribution and can verify their assigned work at ease.

Not only students, educators will also be able to track students' work via notification received and provided revision tracking in the *Facebook* group application which have

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made data sharing simpler. Unlike face-to-face collaborative writing, this approach also allows students to chat in real time and writing activities could be completed faster as opposed to other asynchronous tools such as email. Based on the findings of the study, collaborative writing in *Facebook* had facilitated their writing skills in terms of revising the information before posting it on the wall thus reduced error making. Apart from that, students were also able to monitor their own writing and practice brainstorming in expanding their ideas to different level. These findings may be beneficial for teachers to utilize collaborative writing in *Facebook* especially to harness writing skills and change students' perceptions simultaneously.

With regard to students' perceptions, collaborative writing can make writing a lot easier by breaking down complex projects by tasks (brainstorming, drafting, documenting, editing) or sections. This can be done by distributing the assigned tasks equally to individuals. This will make them feel more appreciated, attached and comfortable to contribute time, effort and personal pride into better final outcome. It is imperative to have appropriate tasks given to each one of the group members so that everyone can maximize their roles in producing great final product. Teachers should take advantage of students' social activities and turn it into something educational and beneficial for the sake of the students.

5.3 Recommendations for Future Research

Collaborative writing is not new to the language learning world, however projects that involve multiple writers are difficult to find and actually undertaken. The idea of integrating collaborative writing with *Facebook* groups has so much promising potential in assisting ESL learners to be better writers. Despite its scant attention and lack of research conducted for these types of projects, *Facebook* collaborative writing is one that should be implemented in ESL classroom teaching.

As mentioned in previous chapters, participants in this present study were divided based on their pre-test writing performance scores through the matching-only design. Besides measuring the language effect to all students, different combinations of language proficiencies such as high, medium or low proficiency level can be gauged in depth so that precise effects could be gauged on different levels of proficiency. Conversely, future researchers who wish to expand this research should bear in mind that students might not fully utilize the Facebook features that are available in the Facebook groups. Hence, the outcome from that activity might not be as precisely as it should be.

In addition, since this study has focused on five different levels of writing performance by Jacob's et al. (1981) ESL Composition Profile; content, organization, language use,

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vocabulary as well as mechanics, it would be interesting to find out the process involved throughout the entire writing process. Teachers and students can find out what important strategies in writing that can be used to get optimum result in producing good writing product. As such, it will definitely be beneficial to teachers especially because they can develop appropriate lesson plan to be integrated in ESL classroom teaching.

Correspondingly, besides *Facebook* collaborative writing, it would be intriguing if this approach is compared with another word-based online collaborative tools such as Wikis or another social networking site such as *Ning* to see which platform is more effective and suitable in improving students' writing performance. In fact, varied responses from students and teachers could also be measured and examined with regards to this matter.

Additionally, a large number of respondents can also be utilized so that more precise impact could be gauged accordingly. Other researchers can also make comparison between genders in terms of writing performance. For instance, they can find out which gender contributes better in collaborative writing in terms of meeting deadlines, doing discussion, brainstorming, editing, revising and producing good final product. This will provide preamble insight on gender differences and will be a great guidance for group formation in future collaboration projects.

Finally, peer feedback and teacher feedback can be investigated in finding students' and teachers' perceptions on writing performance. With additional feedback from peers and teachers, it is believed that students can learn and gain more beneficial input. In fact, teachers' and students' perceptions could also be gathered on the use of peer and teacher feedback. Such information could bring positive difference in ESL classroom teaching in future.

5.4 Conclusion

On the whole, *Facebook* collaborative writing provides ample opportunities to ESL learners to socialize and learn at the same time which can optimize their learning potential. Conclusively, *Facebook* can be a good platform for students writing activities. Positive impacts from this approach have led to encouraging participation because of the attention received from the audience who read and respond to learners' writings. In fact, this approach has also made learners to become more responsible on their own learning and at the same time strengthen a good rapport among them which increase their learning motivation in ESL writing simultaneously.

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Appendix A

List of Raters and Experts

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List of Raters

1. Samundeeswari AP Muniandy is an English teacher who has been working for almost 13 years in the education field. She has also many years of experience in marking exam papers in English subject. Currently she is teaching in Sekolah Menengah Kebangsaan Tinggi Port Dickson, Negeri Sembilan. She is also working as a part-time proof reader.

2. Nurhanida binti Yang Razali is also an experienced English teacher who possess more than ten years of teaching experience. She has also been one of the raters for examination papers such as PMR and SPM. Currently she is working as a dedicated English teacher in Sekolah Menengah Kebangsaan Tambun Ipoh, Perak.

List of Experts

1. Dr. Abdul Rahim bin Haji Salam is a senior lecturer in Universiti Teknologi Malaysia. He is also an IT Manager at the Language Academy in UTM Skudai. He has research experience in "Engaging Learners in Technology Supported Face-to-Face Collaborative Word Knowledge Building (2013)", "Formulating New Hybrid Model for Network-Based Microteaching for English Teacher Trainees (2008)" as well as "Self-Access Learning Programme: Analysing Students' Language Learning Needs and Evaluating Learning Material (2004).

2. Assoc. Prof. Fatimah binti Puteh is a senior lecturer in Universiti Teknologi Malaysia, Skudai. She is also holding the post of Manager of MyLinE at the Language Academy, UTM. Being a very disciplined and hardworking lecturer for more than 25 years of working experience, she has developed deep interest in computer assisted language learning and has dedicated most of her time in realising the government's aspiration. Her academic interests are in CALL, Self-Directed Language Learning, Information Communication Technology in Language Teaching and Learning, Teacher Training, Second/Foreign Language Learning/Acquisition, Syllabus Design as well as Material Design and Adaptation.

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Appendix B

Pre-test and Post-test Question Papers

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Writing test (pre test)

Instructions.

1. Select one of the topics and write down your ideas on the paper provided.
2. You have 40 minutes to compose an essay. The essay must have at least 250 words.

Topics:

1. Using a computer every day can have more negative than positive effects on your children. Do you agree or disagree? Give reasons to your answer.

2. Soon people who cannot work with computers will be at disadvantaged. To what extent do you agree or disagree with this idea? Give reasons to your answer.

3. These days, schools introduce behaviour of what is 'right' or 'wrong'. This responsibility to the school children is not only parents. To what extent do you agree or disagree? Give reasons to your answer.

4. Young people are encouraged to travel or work for one year after high school and before university studies. Do you agree or disagree with this idea? Give reasons to your answer.

5. Some people, believe that less homework means less stress for children, which means they will be able to learn other useful skills, too. Do you agree or disagree with this statement?

Writing test (Post test)

Instructions.

1. Select one of the topics and write down your ideas on the paper provided.
2. You have 40 minutes to compose an essay. The essay must have at least 250 words.

Topics:

1. Technology has made the world a better place to live. Do you agree or disagree with the following statement? Give specific reasons to support your answer.

2. Do you agree or disagree with the following statement? Reading fiction (such as novels and short stories) is more enjoyable than watching movies. Give reasons for your answer.

3. Do you agree or disagree with the following statement? Parents are the best teachers. Give specific reasons and examples to support your answer.

4. Schools should ask students to evaluate their teachers. Do you agree or disagree? Use specific reasons and examples to support your answer.

5. Living in urban areas is better than living in rural areas. To what extent do you agree or disagree with this statement? Give reasons for your answer.

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Appendix C

Topics for writing assignments

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1. Primary school pupils should be allowed to bring mobile phones to school. To what extent do you agree or disagree with this statement? Write an essay at least 250 words.

2. University lecturer is now able to put their lectures on the internet for students to read and so the importance of attending face to face lectures has been reduced. Do you believe the use of internet in formal education is a good idea? Give reasons for your answer.

3. The idea of going overseas for university study is an exciting prospect for many people. But while it may offer some advantages, it is probably better to stay home because of the difficulties a student inevitably encounters living and studying in a different culture. Do you agree or disagree?"

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Appendix D

Permission to use and adapt questionnaire

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Gmail Siti Shuhaida <sitishuhaida@gmail.com>

Permission to use and adapt questionnaire

Hadi Salehi <hadisalehi1358@yahoo.com> Tue, Dec 11, 2012 at 5:23 PM
Reply-To: Hadi Salehi <hadisalehi1358@yahoo.com>
To: "sitishuhaida@gmail.com" <sitishuhaida@gmail.com>

Dear Siti Shuhaida,
You can use our questionnaire provided that fully cite our paper in your work and send one copy of your final work to us.
Thank you

Kind regards
Hadi Salehi, PhD

Gmail

Siti Shuhaida <sitishuhaida@gmail.com>

Permission to use and adapt questionnaire

Hadi Salehi <hadisalehi1358@yahoo.com> Wed, Dec 12, 2012 at 6:33 PM
Reply-To: Hadi Salehi <hadisalehi1358@yahoo.com>
To: "sitishuhaida@gmail.com" <sitishuhaida@gmail.com>

Dear Siti Shuhaida,
The items of the questionnaire are inside the paper. The pilot study was conducted and the Cronbach Alpha was above 0.75 which indicates a satisfactory reliability coefficient.

Kind regards
Hadi Salehi
PhD in Teaching English as a Second Language (TESL),
Universiti Kebangsaan Malaysia (UKM), Malaysia
Academic Staff in Faculty of Literature and Humanities,
Islamic Azad University, Najafabad Branch, Iran
[redacted]

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
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Appendix E

Facebook **collaborative writing: Guidelines and URL address.**

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Guidelines

Section A: If you don't have FB account, please follow this step. If you already have one, please proceed to section B.

1. Go to www.*Facebook*.com website.
2. Within the Sign Up section, key in your details as below:



3. After that, press the Sign Up button.
4. Then, an activation link will be sent to your email account.
5. Activate your *Facebook* account by clicking the given link.
6. Now, you can log in to your *Facebook* account by using your email address and password.

Section B: For new/existing *Facebook* users;

1. Log in to your *Facebook* account.
2. Go to your assigned *Facebook* group by typing the address in the URL. For example: https://www.*Facebook*.com/groups/pouryourthoughts1/. (Please refer to the next page for your assigned group).
3. Then, click "Join Group" button.
4. Your request will be approved by the admin.
5. Once your request has been approved, please proceed to the next instruction.

Section C: Writing instructions

1. Every 2 weeks, a topic will be posted on your *Facebook* group page.
2. You need to write a complete paragraph based on the posted topic.
3. Then, each student must do the discussion on the wall. (brainstorming ideas).
4. Your comment could be based on every aspect such as spelling, grammar, punctuation, organization, mechanics, content, etc.
5. You can post more than one comment.
6. You are allowed to use available features in *Facebook* such as emoticons, like button etc.
7. You are given 2 weeks to complete the writing assignment.

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8. After you have finished discussing your ideas, proceed to the Doc application.
9. Write a complete essay in the Doc application.
10. If you have any questions, just post your queries at your *Facebook* group page.
11. Have fun in writing peeps! ☺

***Facebook* Writing Groups: URL Address**

Name List	FB Group Address
Group 1	https://www.*Facebook*.com/groups/pouryourthoughts1/
Group 2	https://www.*Facebook*.com/groups/pouryourthoughts2/
Group 3	https://www.*Facebook*.com/groups/pouryourthoughts3/
Group 4	https://www.*Facebook*.com/groups/pouryourthoughts4/

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
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Appendix F

Pre-test answer papers
***Facebook* and Face-to-face collaborative writing**
Rater 1 and Rater 2

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
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Topic 2

- Insawe phrase
- Long - winded

Soon people who cannot work with computers will be disadvantaged I can totally agree with this statement. Nowadays, the computer is one of the important technology used in our daily life For almost every place that we go, there must be at least one unit of computer This shows how computers are really useful in our daily life In my opinion, people who cannot work with this technology will be losing a lot of advantages many

First and foremost, computer helps us doing our work much more faster than before for example, nowadays a lot of important letters can be easily sent through E-mail with email, we can send a letter or whatever message in just a few clicks And the best thing is we can do it anytime and everywhere, even at home, ~~without~~ Realize it or not, it saves a lot of time Another good thing about using the computer is that we can save a lot of documents. The documents included songs, movies, or maybe our assignments. So, it proves here that people who cannot use computer lose a lot of benefits.

In conclude, I can totally agree that people who cannot work with computers will be disadvantaged. This is because computer benefits us in many kind of ways It speeds up our work and make our work much more neat and effective. So, people who still cannot use the computer should consider this thing as a serious thing

~~Does not add~~
~~topic sentence~~
- Does not prove how people who do not use computers are at a disadvantage

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V: 16
CU: 16
M: 3

Pre-test paper *Facebook* group: Rater 1

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Topic 2 :

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First and foremost, computer helps us doing our work much more faster than before. for example, nowadays a lot of important letters can be easily sent through e-mail. with email, we can send a letter or whatever message in just a few clicks. And the best thing is we can do it anytime and everywhere ~~even~~ even at home. ~~without~~ Realize it or not, it saves a lot of time. Another good thing about using computer is that we can save a lot of ~~documents~~ documents. The documents included songs, movies, or maybe our assignments. So, to it proves here that people who cannot use computer loss a lot of benefits.

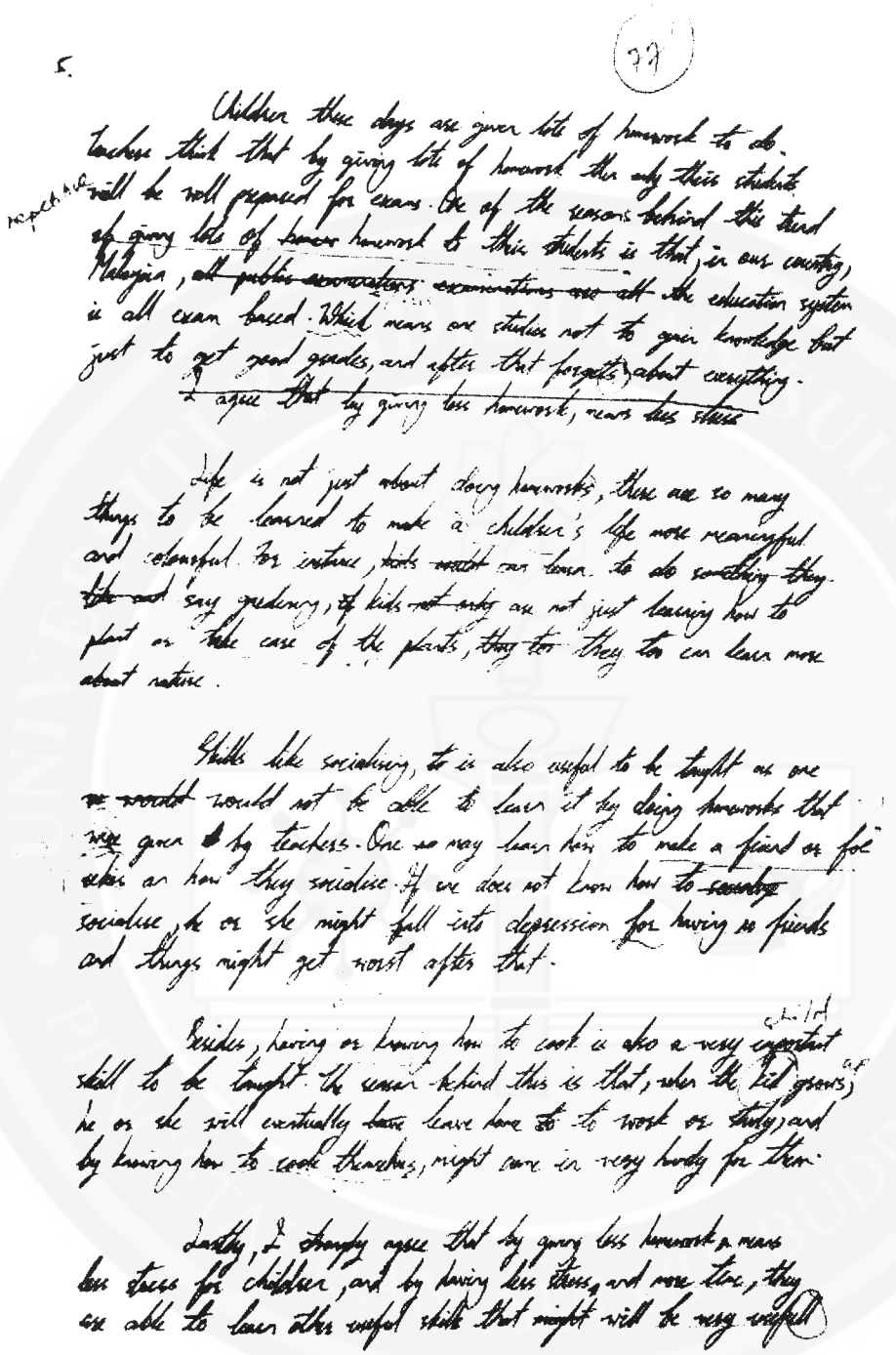
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LU - 15
M - 5
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To conclude, I am totally agree that people who cannot work with computer will be disadvantaged. This is because computer benefits us in many kind of ways. It speeds up our work and make our work much more neat and effective. So, ~~these~~ that people who still cannot use computer should consider ~~that~~ this thing as a serious thing.

Pre-test Paper *Facebook* group: Rater 2

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5.

(77)

Children these days are given lots of homework to do. Teachers think that by giving lots of homework they will their students will be well prepared for exams. One of the reasons behind this trend respect is of giving lots of homework to their students is that, in our country, Malaysia, all public examinations are all the education system is all exam based. What means our studies not to gain knowledge but just to get good grades, and after that forgets about everything. I agree that by giving less homework, means less stress

Life is not just about doing homework, there are so many things to be learned to make a children's life more meaningful and colourful. For instance, kids could can learn to do something they like and say gardening, if kids not only are not just learning how to plant or take care of the plants, they too they too can learn more about nature.

Skills like socialising, it is also useful to be taught as one we wouldn't would not be able to learn it by doing homeworks that was gave by teachers. One we may learn how to make a friend or for what or how they socialise. If we does not know how to socialise, he or she might fall into depression for having no friends and things might get worst after that.

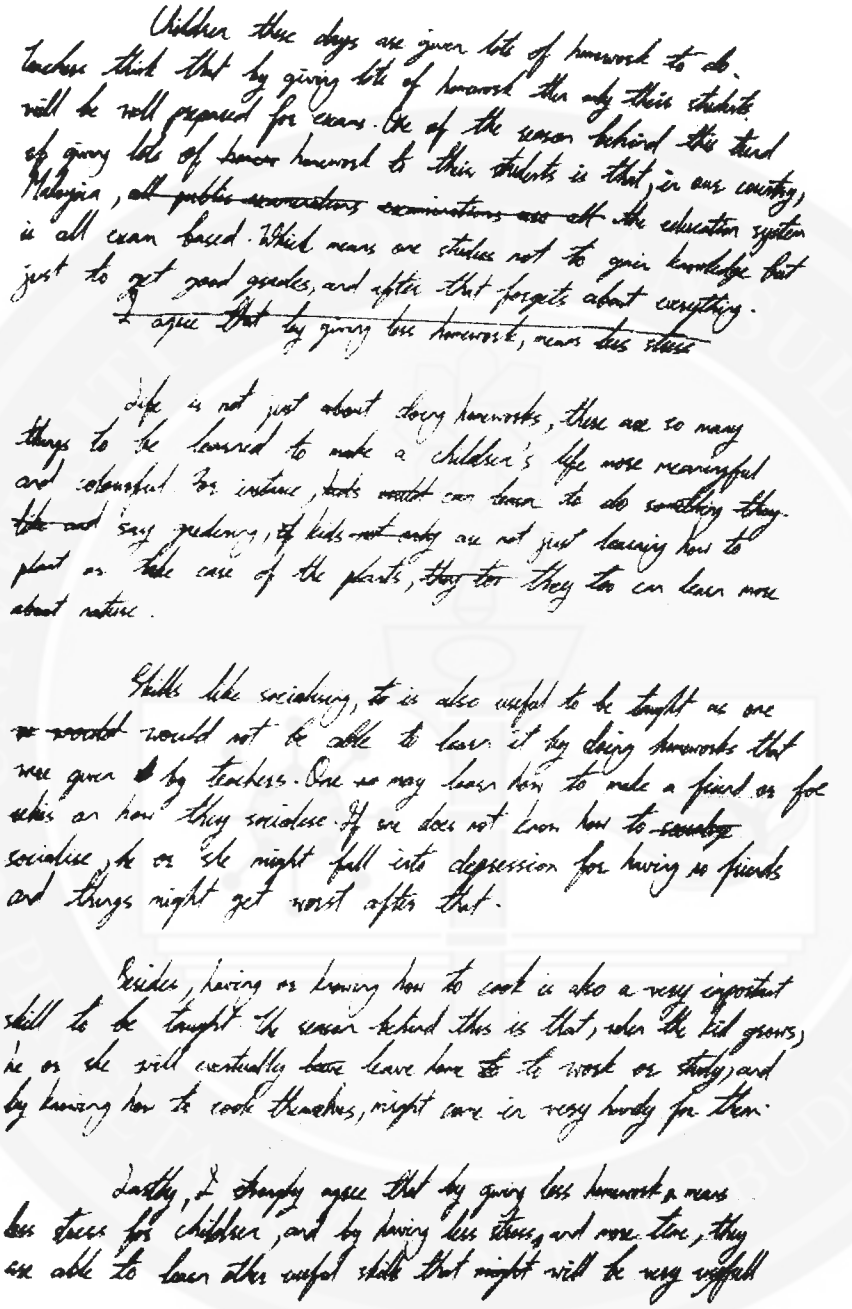
Besides, having or learning how to cook is also a very important skill to be taught. The reason behind this is that, when the kid grows, he or she will eventually have leave home to to work or study, and by having how to cook themselves, might come in very handy for them.

Lastly, I strongly agree that by giving less homework means less stress for children, and by having less stress, and more time, they can able to learn other useful skills that might will be very useful

Pre-test Paper Face-to-face group: Rater 1

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
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Children these days are given lots of homework to do. Teachers think that by giving lots of homework they will be well prepared for exams. One of the reason behind the trend of giving lots of homework to their students is that, in our country, Malaysia, ~~all public examinations~~ examinations are all the education system is all exam based. Which means are studies not to gain knowledge but just to get good grades, and after that forgets about everything. I agree that by giving less homework, means less stress

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Pre-test Paper Face-to-face group: Rater 2

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
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Appendix G

Post-test answer papers
***Facebook* and Face-to-face collaborative writing**
Rater 1 and Rater 2

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
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Since we were born, the only person that we can trust is our parents. No matter what they did to us, either scolding us, prevent us from doing something that we like and many more, we will still love them unconditionally. They are our teacher, our saviour and in short, our everything.

Parents are the best teachers in the whole wide world, is because they are our role model. We came to learn more about them as we grow up. We imitate, follow and do whatever they ask us to do. Our behaviours are shaped through our observation. Phychologist, Albert Bandura stated that children learn through imitation with their behaviour. We spent most of our time at home and mingling around with our family thus, we observe and tends to follow whatever our parents did. Parents are the role model in a child's development.

Instilling good moral values, cultures and norm to children are not an easy thing as children like to question everything yet, parents manage to overcome this problem in a blink of an eye. Patiently, they listen and pay attention to what their children do or say and try to teach them what is right and wrong in life. According to sociology's theory of socialization, Primary socialization is occuring inside the house and parents plays an important role in teaching the children how to adapt with the outside world, how to behave and many more. It is proven that children learn best with their parents.

In addition to these point, I must say that parents are the best teacher because they are the one who spend most time with the children and provide everything for them. Parents will constantly teach their children with a lot of techniques such as punishing them, give advice, grounding them and

Post-test paper *Facebook* group: Rater 1 (Page 1)

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many more such techniques actually helps to enhance the children's behaviour thus making them a better human being. It's true that a child needs care and love but sometimes. when they did wrong, punishment is the best way to teach them that every action has its own consequences. Parents actually help them to become a better person by using punishment as a technique of teaching. They will not repeat the same mistake if they know the consequences of it.

All in all, parents are the greatest teacher of all. They punish, they tell us what is right and wrong and be a good role model for us. Nevertheless, they never leave us and will care for us until their last breath.

Post-test paper *Facebook* group: Rater 1 (Page 2)

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Post-test paper *Facebook* group: Rater 2 (Page 1)

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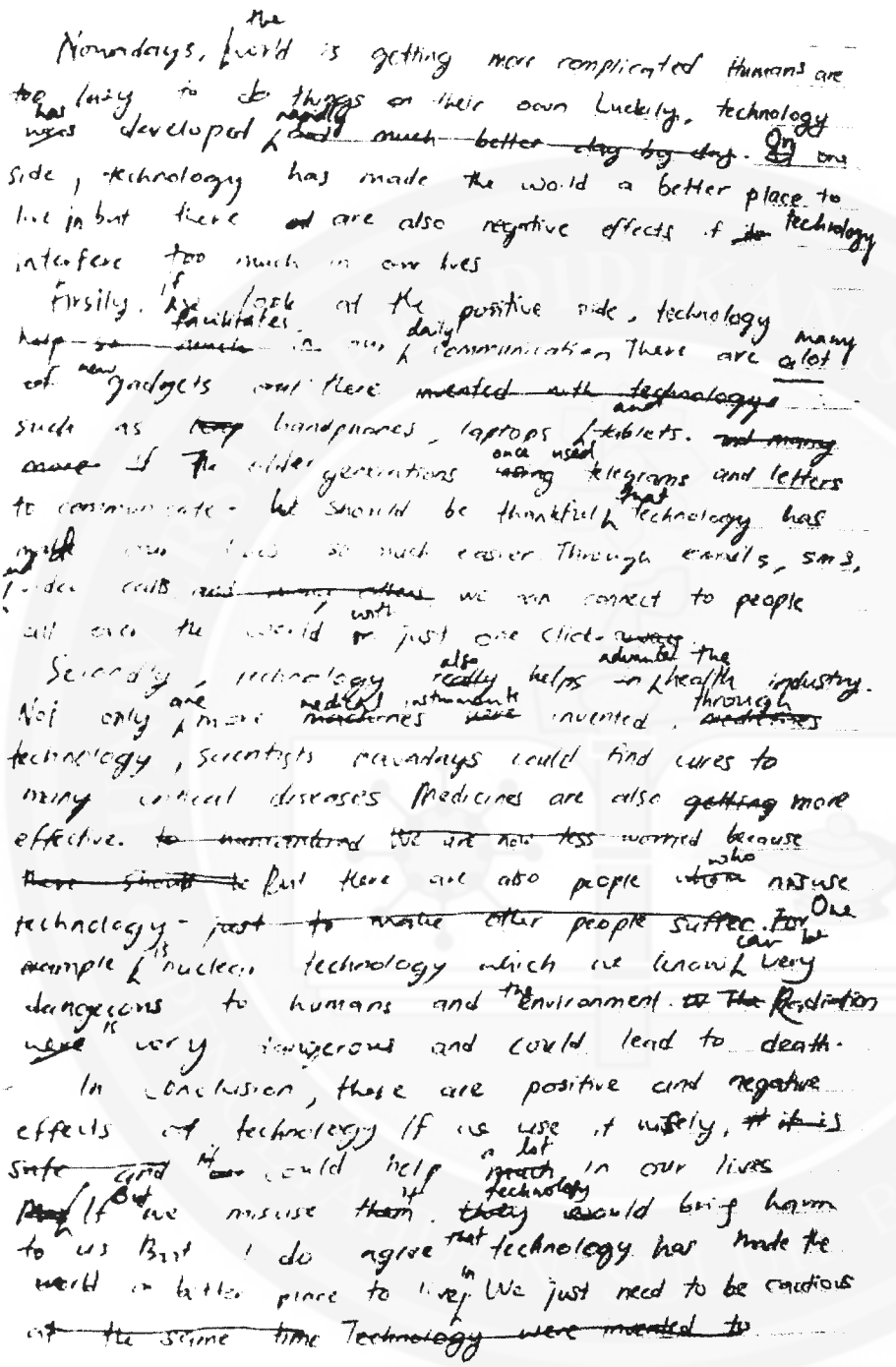
many more ~~of~~ such techniques actually helps to enhance the children's behaviour thus making them a better human being. It's true that a child needs care and love but sometimes, when they did wrong punishment is the best way to teach them that every action has its own consequences. Parents actually help them to become a better person by using punishment as a technique of teaching. They will not repeat the same mistake if they know the ~~right~~ consequences of it.

All in all, parents are the greatest ~~child~~ teacher of all. They punish, they tell us what is right and wrong and be a good role model for us. Nevertheless, they never leave us and will care for us until their last breath.

Post-test paper *Facebook* group: Rater 2 (Page 2)

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
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Nowadays, the world is getting more complicated humans are too lazy to do things on their own Luckily, technology has was developed rapidly ~~and much better day by day~~. On one side, technology has made the world a better place to live in but there are also negative effects if the technology interfere too much in our lives

Firstly, if we look at the positive side, technology facilitates ~~help us a lot~~ in our daily communication There are many of new gadgets out there ~~created with technology~~ such as ~~keep~~ handphones, laptops and tablets. ~~And many~~ cause if the older generations once used telegrams and letters to communicate - we should be thankful that technology has made our lives so much easier Through emails, sms, video calls ~~and more other~~ we can connect to people with all over the world in just one click.

Secondly, technology also really helps in the health industry. Not only are more medical instruments machines are invented through technology, scientists nowadays could find cures to many critical diseases Medicines are also getting more effective. ~~to maintain~~ We are now less worried because ~~there should be~~ But there are also people who misuse technology - just ~~to make other people suffer~~. For One example is nuclear technology which we known very can be dangerous to humans and the environment. ~~The Radiation~~ were is very dangerous and could lead to death.

In conclusion, there are positive and negative effects of technology If we use it wisely, ~~it is~~ safe and it could help a lot in our lives But if we misuse them technology would bring harm to us But I do agree that technology has made the world a better place to live in We just need to be cautious at the same time Technology were created to

Post-test Face-to-face group: Rater 1

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
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Firstly, we look at the positive side, technology help so much in our communication. There are a lot of gadgets out there invented with technology such as ~~key~~ handphones, laptops, tablets and many more. If the old generations using telegram and letter to communicate we should be thankful. Technology has make our lives so much easier. Through emails, SMS, video call and many others, we can connect to people all over the world in just one click away.

Secondly, technology really helps in health industry. Not only more machines were invented, ~~medicines~~ through technology scientists nowadays could find cure to many critical diseases. Medicines are also getting more effective to humankind, ~~we are now less worried because there should be~~ but there are also people who misuse technology just to make other people suffer. For example, nuclear technology which we know very dangerous to human and environment. The radiation were very dangerous and could lead to death.

In conclusion, there are positive and negative effects of technology. If we use it wisely, it is safe and could help much in our lives. If we misuse them, they would bring harm to us. But I do agree technology has made the world a better place to live. We just need to be cautious at the same time. Technology were invented to

Post-test Face-to-face: Rater 2

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
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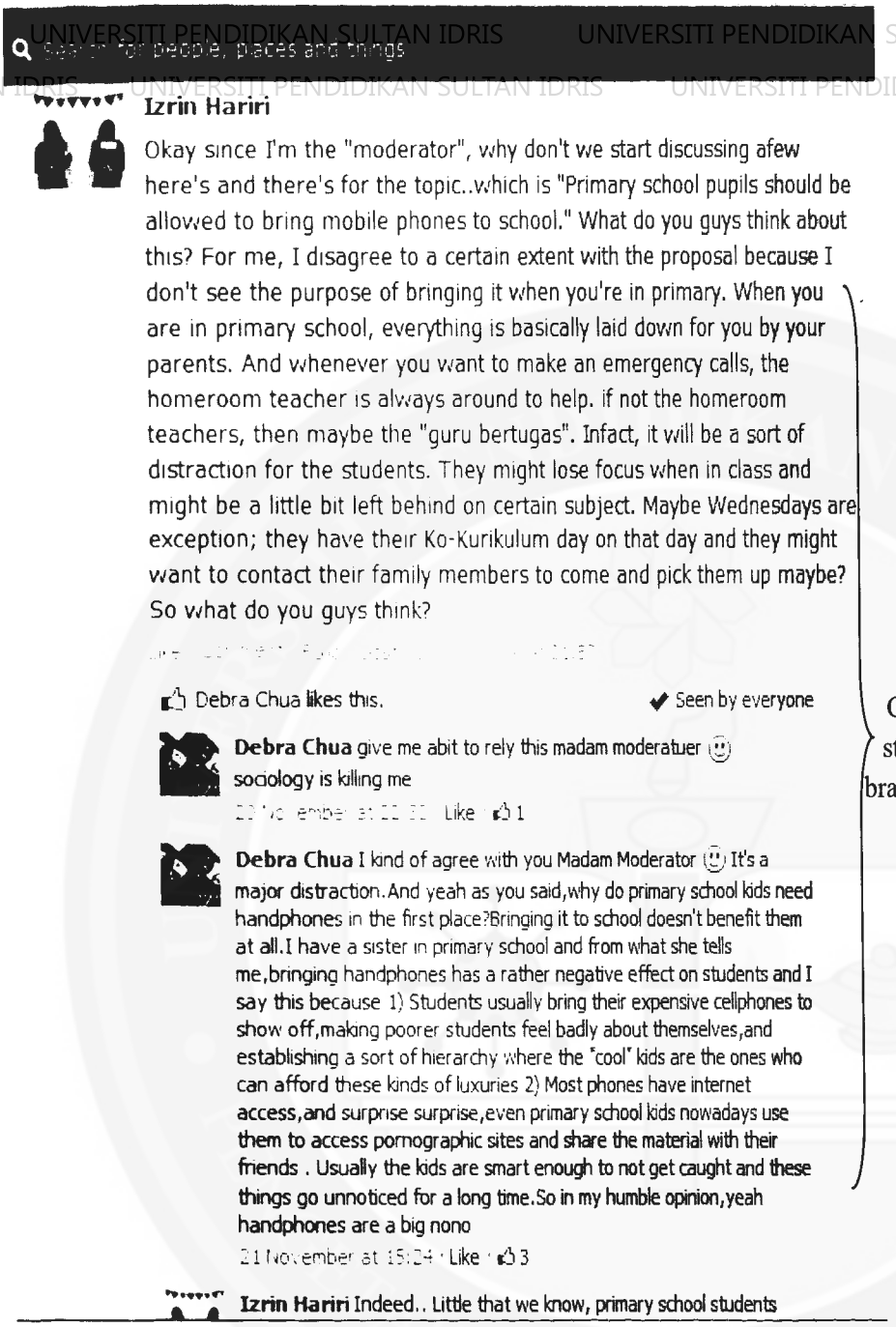
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Appendix H

Facebook **collaborative writing discussions on** ***Facebook*** **wall**

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
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Choosing stance and brainstorming ideas.

Sample of discussions: Group 1 (page 1)

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
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people, places and things



Izrin Hariri Indeed.. Little that we know, primary school students nowadays are much more advance than us (back when we were their age) back then, we weren't aware of all these tech savvy gadgets. We went to school, we learnt, we came back home, and played with our friends in the evening. No harm done in that. And it's true, they do surf the pornsite which they would only be shared by their friends. Now, they can even have the internet installed in their simcards, which is not a huge problem for the students to access the internet.. Plus, it will encourage unwanted incidents, like stealing to happen. Kids will always be kids; they want something equal with what their peers have just to have that sense of feeling of being up-to-date and sense of acceptance among peers and I wouldnt be surprise if stealing occurs.

21 No [illegible] Like 3



Izrin Hariri What do you guys think Syafiq Anuar and ShaQira AdeRa ?

21 No [illegible] Unlike 1



Syafiq Anuar im totally agree with both of you . Bringing handphones to the schools especiallly the primary students has given a lot of negative impacts compared to positive one. For those who dont knw , students also use handphones to cheat . Example of cheat that I mean here is when they are having their test . With handphones in their hands , they can quietly and secretly text to their friend to ask for an answer .Evnthough the teacher is there , but we cannot expect the teacher to see evrything that happen in the classroom especially when they do it secretly .In this modern day , do not expect primary students will not do that .One of the trick that I believe they will do is that going to the toilet and quickly do that . That 'heaven' place is such a strategic place to do that 'activity' .

[illegible] Like 3



Debra Chua oh yeah..good point.seen that one before too many times lol

21 No [illegible] Like



ShaQira AdeRa I agree to all the above statements. Primary children should NOT be allowed to bring handphone to school as it will give a bad influence on their learning. From my point of view, most children use the handphone to text with their friends rather than us... See More

22 November at 01:17 · Like · 1



Write a comment...

Choosing stance and brainstorming ideas.

Sample of discussions: Group 1 (page 2)

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDID

people, places and things

N IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI P

hands , they can quietly and secretly text to their friend to ask for an answer .Evnthough the teacher is there , but we cannot expect the teacher to see evrything that happen in the classroom especially when they do it secretly .In this modern day , do not expect primary students will not do that .One of the trick that I believe they will do is that going to the toilet and quickly do that . That "heaven" place is such a strategic place to do that "activity" .

21 November at 13:11 · Like · 3



Debra Chua oh yeah..good point.seen that one before too many times lol

21 November at 23:2- · Like



ShaQira AdeRa I agree to all the above statements. Primary children should NOT be allowed to bring handphone to school as it will give a bad influence on their learning. From my point of view, most children use the handphone to text with their friends rather than using the call button. Due to that, they learn how to use a short-form sentences which they assume to be some kind of new style of writing like the word 'for' will be shorten to '4', 'you' will be 'U' only and many more. If the authorities approve the usage of it in school, the activity of texting will increase and it will become a habit among the children. They will also use the short-form sentence in their writing in school. It proves when I checked my sister's homework, whom was given a handphone. She likes to text by using short-form sentences and when she was writing a sentence, she uses 'wif' instead of 'with', '2' instead of 'to', and 'de' instead of 'the'. It is quite shocking for me as a standard 5 student has learned to write in that manner. Apart from that, if they are allowed to bring handphone to school, they will only waste their time to explore many applications that were installed in the phones. In addition, they will not pay attention to the teacher who is teaching in front of the class and their mind will be amazed with the so-called 'magic' of the phones. You can see how the technology can corrupt the children's mind in a split second. They cannot learn better if they were given a handphone that is prove to be not more than just a destruction to our young generation's mind. The authorities should give a deep thought on this matter if we were to fulfil our National Education Philosophy and Vision 2020.

22 November at 01:17 · Like · 1

Choosing stance and brainstorming ideas.

Sample of discussions: Group 1 (page 3)

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA

DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

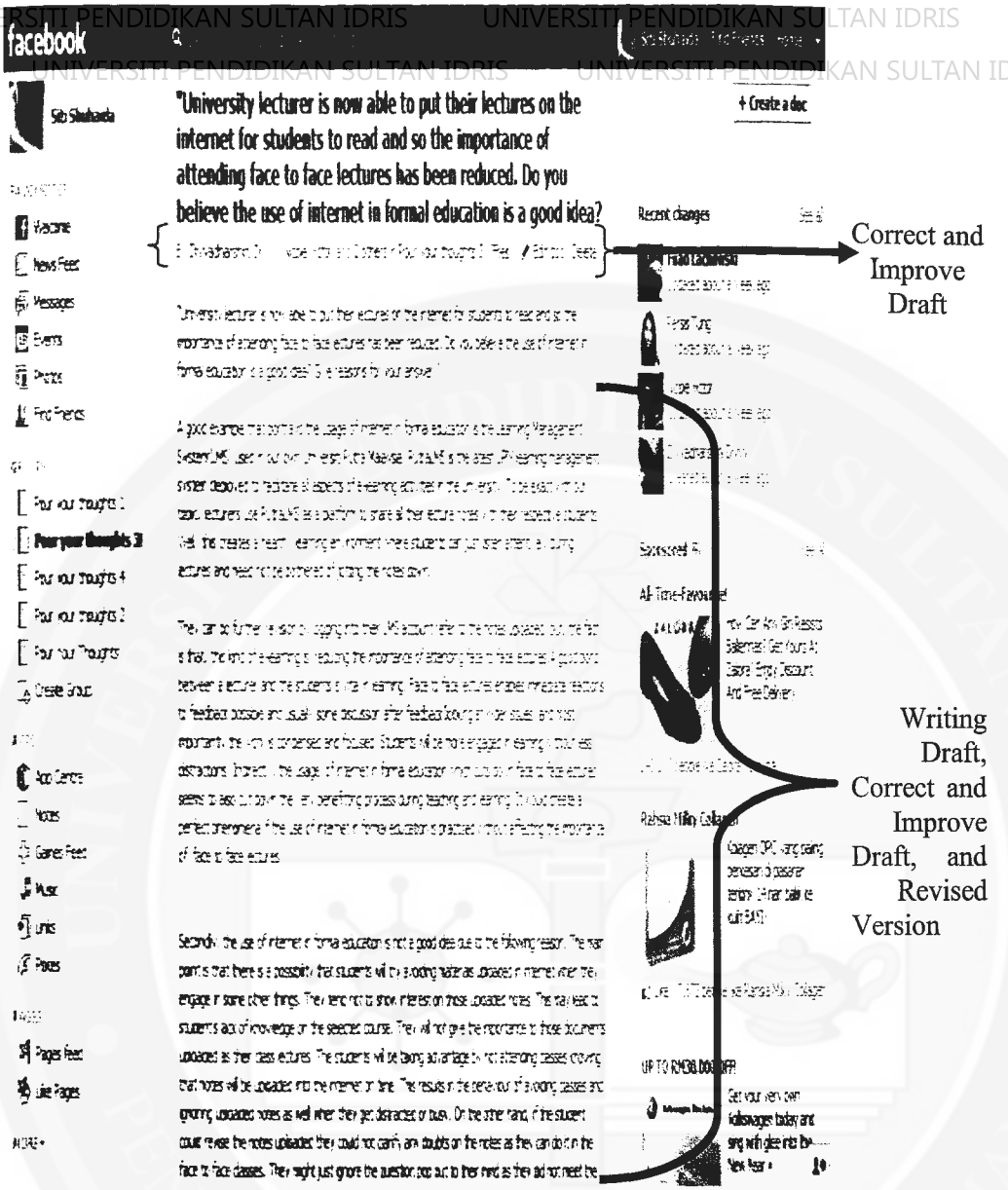
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Appendix I

Sample of writing assignment on Doc application in *Facebook* group

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

UNIVERSITI PENDIDIKAN SULTAN IDRIS



Sample of writing assignment on Doc application in *Facebook* group (Page 1)

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDID
N IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI P

Search for people, places and things

lecturer face to face. The notes will only help the student to pass their examination, not helping them to gain more knowledge and afterwards be deleted by the student after the examination. The notes uploaded will be not taken seriously and potentially be ignored. The students will be irresponsible towards their studies as well. Face to face lectures are more supportive compare to usage of internet as formal education. Internet will only allow the student to refresh their memories after the lectures and also gain extra information about their lectures. Internet could not fulfill the objective which we can achieve in face to face lectures.

However, intergrating the Internet into formal education can also potentially enhance the effectiveness and efficeincy of the process of teaching and learning. Just because we can have 'lectures through the internet' doesn't mean that we can't attend the lectures on that day. The Internet may act as an aid or catalyst in formal education. Lecturers will be able to put their lectures on the net so that students can read it but face to face lectures are by no means replaced. We may learn more when we attend face to face lectures but if lectures also put lectures into the net the students can refer back to it after lecture times and students who missed the lectures will not fall behind. The important thing is that people can learn. lectures in the internet may not be as effective as face to face lectures for some but if we look at it in a bigger picture more people will be able to access the lectures even though they are unable to make it to the class and also if they want to revise and listen to the same lecture again it is very much possible. Furthermore this will cater to different learning methods and speeds because ever individual 'pick up' things differently and also students may choose a time which they are not sleepy, tired, distracted. Besides,in the University level students are expected to be responsible for their own actions. We cannot promise that the students will read or pay attention to the information uploaded, but this time of thier lives is where a certain amount of freedom is given so that they may learn to me more responsible and independent. Thus, there are also advantages in intergrating the Internet in formal education.

A good bond between a lecturer and the students is vital in learning, there is a possibility that students will be effected by the attraction of internet but including the Internet into formal education can also potentially improve the effectiveness and efficeincy of the process of teaching and learning. I believe that the usage of internet in education brings both positive and negative effect. Our job is to enhance education system by implimenting internet and to cover all negative aspect that will ruin educational system. To conclude I do not agree implimentation of internet in educational system if there's no further effort to cover the flaw.

Writing Draft, Correct and Improve Draft, and Revised Version

Like · Unfollow post · Report · [illegible]

2 people like this.

Divyadharshini Divvy I did my part..plz continue...Nicole Victor Persis Tung Fuad Lachowski
5 December at 14:23 · Like · 1

Sample of writing assignment on Doc application in *Facebook* group (Page 2)

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

UNIVERSITI PENDIDIKAN SULTAN IDRIS



Discussion in completing the writing tasks.

Sample of writing assignment on Doc application in *Facebook* group (Page 3)

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDID
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Discussion in completing the writing tasks.

Sample of writing assignment on Doc application in *Facebook* group (Page 1)

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

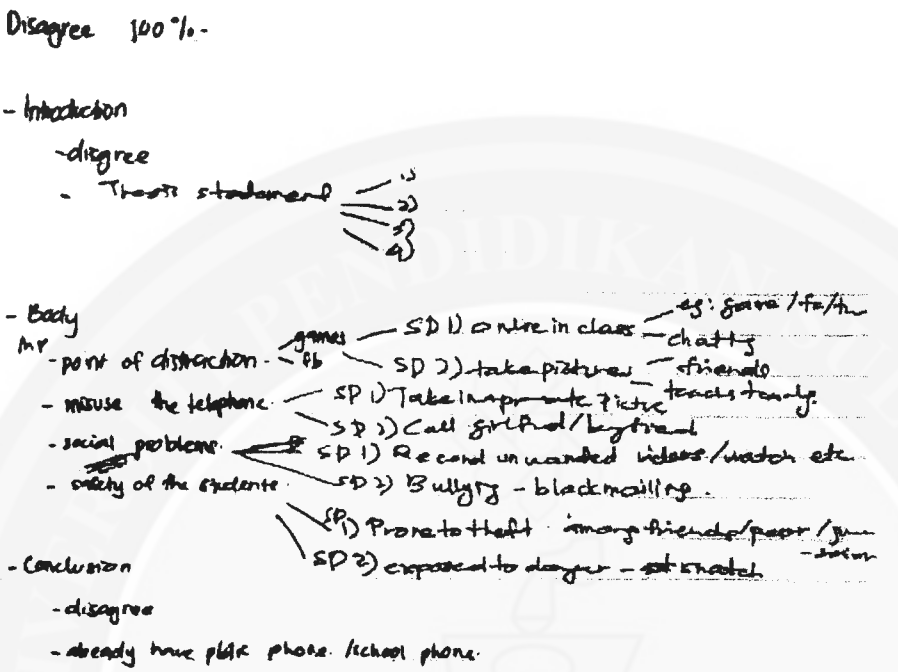
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Appendix J

Sample of Face-to-face group discussions

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

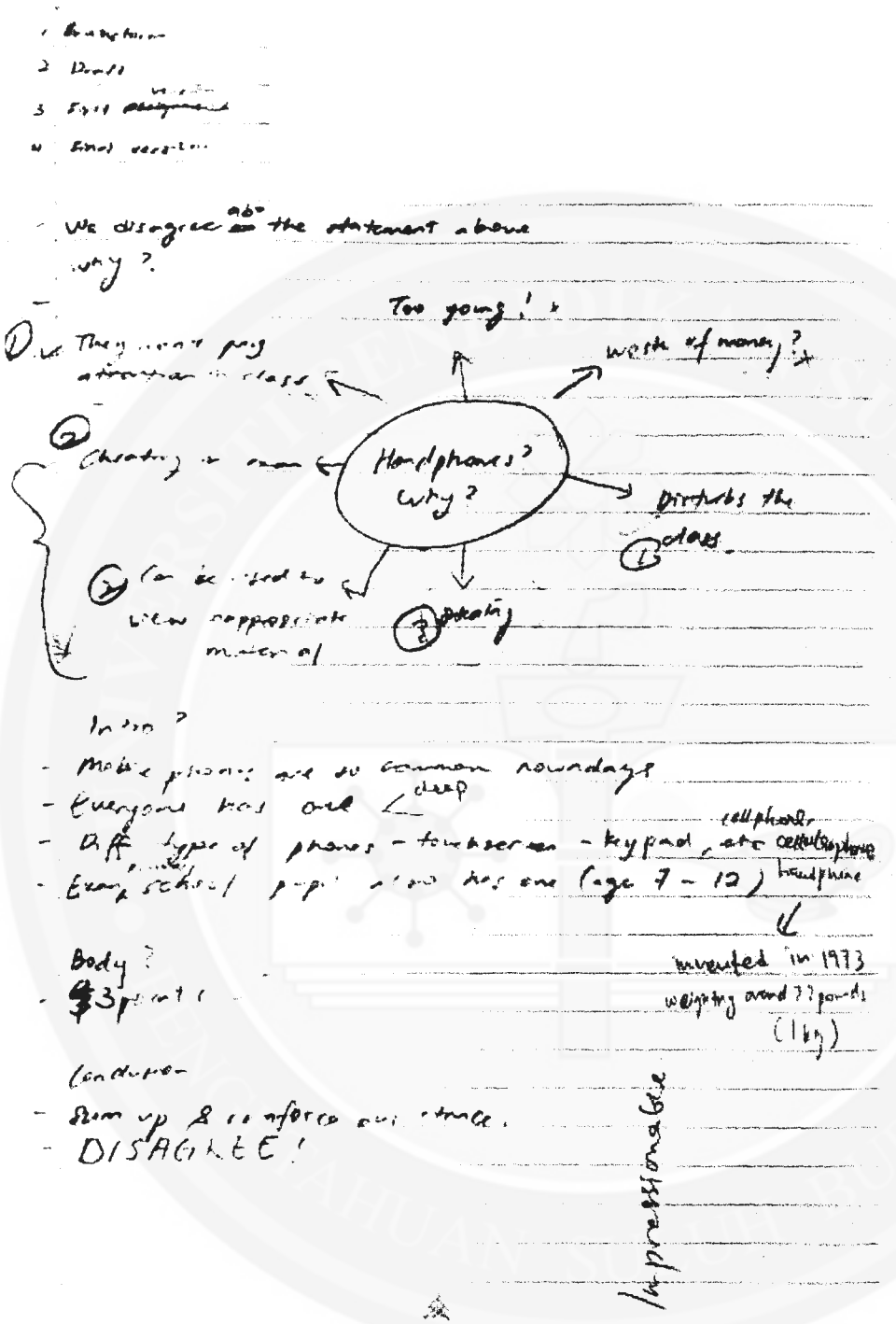
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Sample of Face-to-face group 4: Choosing stance

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
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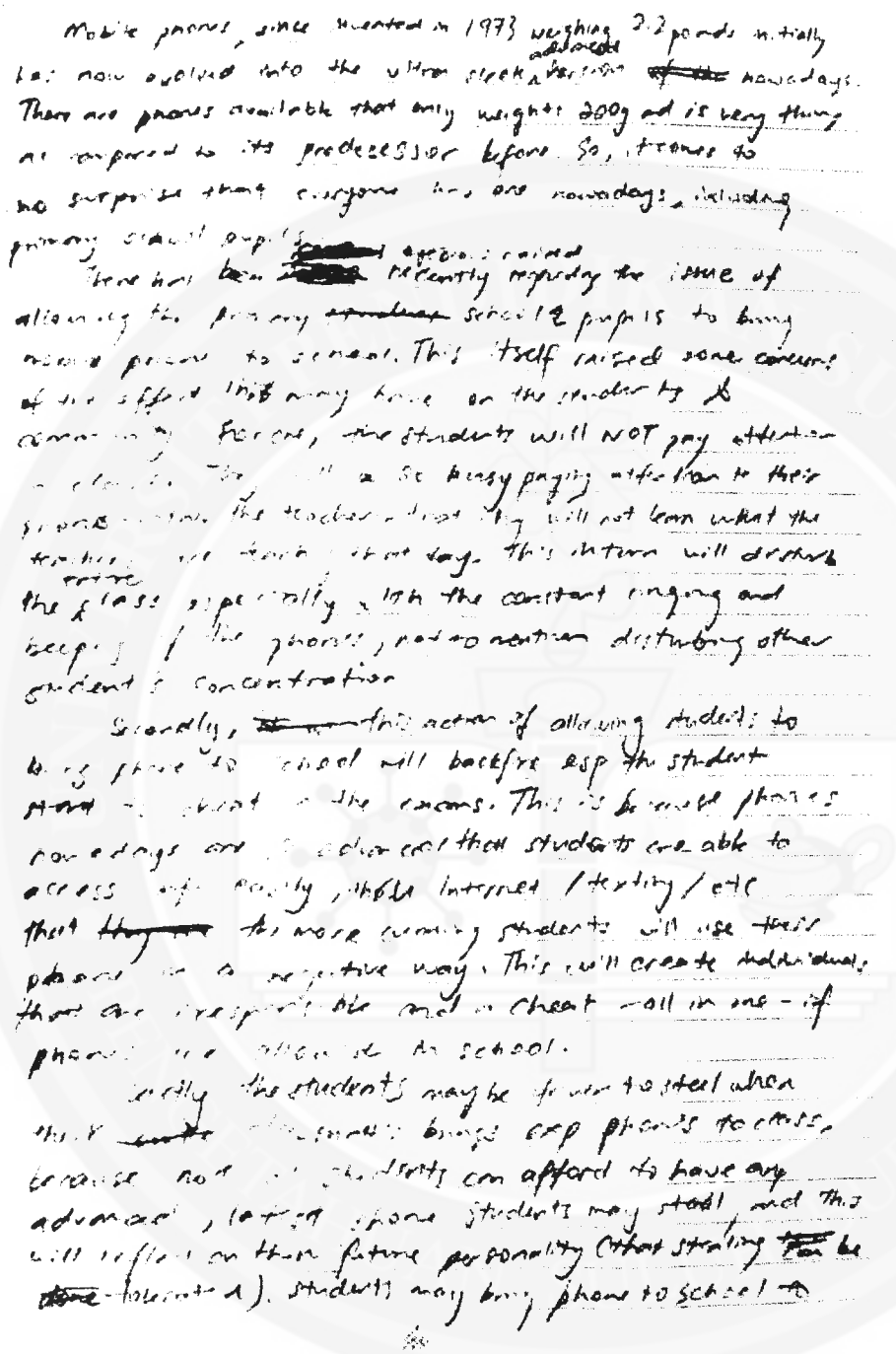
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N IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI P



Sample of Face-to-face group 4: Brainstorming ideas

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
ORIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

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Mobile phones, since invented in 1973 weighing 2.2 pounds initially has now evolved into the ultra sleek advanced version nowadays. There are phones available that only weighs 200g and is very thin as compared to its predecessor before. So, it comes to no surprise that everyone has one nowadays, including primary school pupils.

There has been recently regarding the issue of allowing the primary school pupils to bring mobile phone to school. This itself raised some concern of the effect this may have on the students by 2 common factors, the students will NOT pay attention in class. They will be so busy paying attention to their phone rather the teacher. Thus they will not learn what the teacher has taught that day. This in turn will disturb the class especially with the constant ringing and beeping of the phones, not to mention disturbing other student's concentration.

Secondly, this action of allowing students to bring phone to school will backfire esp the student themselves. Most of the rooms. This is because most phones nowadays are loaded with that students are able to access any readily, mobile internet / texting / etc that they want. The more cunning students will use their phones in a negative way. This will create individuals, there are irresponsible and to cheat will in one - if phones are allow to be in school.

Lastly the students may be forced to steal when their parents cannot afford to bring exp phones to class, because not all students can afford to have any advanced, latest phone students may steal and this will reflect on their future personality (what starting from be tolerated). Students may bring phone to school to

Sample of Face-to-face group 4: Writing Draft

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
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N IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI P

Introduction

Nowadays technology have overtook the humans to the extend of primary school itself. Ever government is considering to allow primary school students to bring mobile phones to school. In my point of view, I totally disagree with this idea because it provides more disadvantages rather than advantages for the student and the school itself.

1st point

One of the disadvantages is, students academic achievements will drop. Their grades will be affected by their attitudes towards the usage of mobile phones during classes. They will face problem to concentrate or studies in the class as they are too engrossed with their mobile phones. For example, they will not participate on classroom discussion, as they are too busy texting or surfing the internet. They also tend to show off their phone capabilities among their friends.

2nd point

Moreover, students might cheat during examinations. They will use their mobile phones as a tool to communicate with their friends during public examinations, tests or even quizes. For example, during UPSR examination, students will turn on their mobile phones to silent mode and exchange their answers via short messaging system. Students nowadays are very smart as they are clever enough to cheat the examiners and bring in their mobile phones into the exam hall.

3rd point

Furthermore, students are exposed to many negative influences in this ~~world~~ borrowed ~~technology~~ era. Information can easily disseminated among people by mobile phones. For example, students might easily share porn videos, nude pictures or even secret details among them. This will expose the students to hate as well and they tend to become more aggressive and irrational with their decisions.

Sample of Face-to-face group 4: Correct and Improve Draft (Page 1)

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDID
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Conclusion

I once again strongly disagree with the statement of allowing primary school pupils to bring their mobile phones to school. It is clear that mobile phones only gives bad effects to the students and their environment. So, the government should not impose the law allowing students to bring mobile phones to school.

Sample of Face-to-face group 4: Correct and Improve Draft (Page 2)

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

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Revised Version

Group Activity (2)

Sabree (161134), Maisarah (164217), Hema (163611),
Su'aidah (164141)

Mobile Phone : necessary to school or not ?

Mobile phone is one of the communication device in this IT era. Nowadays, even children have their own mobile phones in school. It has been argued whether bringing them is considered necessary. In our opinion, primary school children should not be allowed to bring mobile phones to school as it will be a point of distraction, possibility of misusage, social problems and neighbouring threat to the safety of the student.

Firstly, bringing mobile phone to school could be a point of distraction for students. Students usually get distracted by getting active in the class. As an example, they tend to play online games or having connected to social networks such as Facebook and Twitter. Furthermore they would take pictures using the mobile phone. For example, they took pictures of themselves dudging, looking around or even worse the teachers' photos, that may not be at favourable manner.

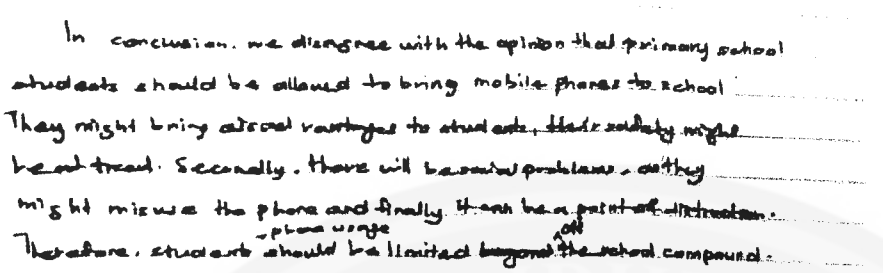
Secondly, students might misuse the mobile phone. For students who have a more up-to-date mobile phone, they might utilize it to produce inappropriate product such as videos. We have seen in the newspaper on how it exposed the most embarassing pictures of their friends. Other than that, they might be calling their girlfriend or boyfriend during school hour. Consequently, they will get distracted during class.

Lastly, by bringing mobile phones to school, it may trigger social problems. One of it is bullying between the students. For instance, a more senior is more likely to bully a junior with a better handphone. Besides that, the mobile phone can be used to blackmail other students.

Sample of Face-to-face group 4: Revised Version (Page 1)

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDID
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In conclusion, we disagree with the opinion that primary school students should be allowed to bring mobile phones to school. They might bring about many issues to students. Their safety might be at threat. Secondly, there will be social problems as they might misuse the phone and finally, there is potential distraction. Therefore, students should be limited (phone usage) beyond the school compound.

Sample of Face-to-face group 4: Revised Version (Page 2)

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

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Appendix K

Perceptions towards *Facebook* Collaborative writing Questionnaire

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
ORIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDID
N IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI F

Demographic Questions

A. Please tick [√] the appropriate box for the following items. Fill in the relevant information.

1. Name :.....

2. Gender : [ ] Male [ ] Female

3. Age :.....

4. Ethnic .....

5. MUET Band :.....

6. Length of time being a *Facebook* member (month(s)):

[ ] 1-3 [ ] 4-6 [ ] 7-9 [ ] 10-12 [ ]13-15

[ ] 16-18 [ ] 19-24 [ ]25-30 [ ] 31-35 [ ]36-40

7. Language used in *Facebook*:

[ ] Bahasa Malaysia only [ ] English only

[ ] A mix of English and Bahasa Malaysia [ ] Other (please specify):

.....

8. On average, how many times each day do you check your *Facebook* account?

[ ] NA/No *Facebook* account [ ] Less than once a day [ ] 1-5 times a day

[ ] 6-10 times a day [ ] 11-15 times a day [ ] 16-20 times a day

[ ] More than 20 times a day

9. For what purpose(s) do you check your account? (You may choose more than one answer).

[ ] NA/No *Facebook* account [ ] Find new friends [ ] Keep in touch with friends

[ ] Connect with people I have lost touch with [ ] Do career networking [ ] Other

Other (please specify): .....

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA

DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDID
N IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI F



This questionnaire is designed to gauge your experience on usage of *Facebook* in improving writing skills.

Please answer all questions. You may need to spend about 15-20 minutes to answer this questionnaire.

Information in this questionnaire will remain confidential and will be used for academic purposes only.

Thank you,

Siti Shuhaida binti Shukor

A. Read the following statements concerning your opinion the use of *Facebook* in collaborative writing. Indicate how the statements apply to you by using the following scale:

Strongly Disagree (SD)	= 1
Disagree (D)	= 2
Agree (A)	= 3
Strongly Agree (SA)	= 4

Circle the number corresponding to your choice.

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA

DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDID
N IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI F

Items	SD	D	A	SA
1. I agree *Facebook* act successfully as an online environment that facilitated English language learning.	1	2	3	4
2. The Comment feature in *Facebook* allows me to give feedback in me and my friends' writing effectively.	1	2	3	4
3. Collaborative writing made me put more effort into learning to write in English.	1	2	3	4
4. Collaborative writing made me learn how to solve problems.	1	2	3	4
5. Reading other peoples' writings and presentation gave me a lot of benefits.	1	2	3	4
6. I was motivated to learn writing in English through *Facebook*.	1	2	3	4
7. In general, I am satisfied with the use of *Facebook* to improve my writing in English	1	2	3	4
8. Collaborative writing helped me to communicate with my team-mates well.	1	2	3	4
9. Collaborative writing enhanced the friendship between my team-mates and I.	1	2	3	4
10. Collaborative writing strengthened the trust between my team-mates and I.	1	2	3	4
11. *Facebook* made me actively assess others' work and	1	2	3	4

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDID
N IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI F

Items	SD	D	A	SA
share the writing outcome with other team-mates.				
12. I was more serious towards my learning when learning writing through *Facebook*.	1	2	3	4
13. My interaction with group members was enhanced through *Facebook*.	1	2	3	4
14. I learned more vocabulary and spelling through peer comment on *Facebook*.	1	2	3	4
15. I learned English grammar and structure through peer comment on *Facebook*.	1	2	3	4
16. I learned writing organization through peer comment on *Facebook*.	1	2	3	4
17. I improved the content of my writing through brainstorming sessions on *Facebook*.	1	2	3	4
18. The use of *Facebook* in collaborative writing enhanced my English writing skill.	1	2	3	4
19. The combination of *Facebook* and collaborative writing motivated me to write in English writing.	1	2	3	4
20. I am more confident to write in English writing after using this approach.	1	2	3	4
21. I am more confident to speak in English after doing collaborative writing through *Facebook*.	1	2	3	4

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DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

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N IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI F

Items	SD	D	A	SA
22. Peer comment in *Facebook* really helped me improve my writing in English.	1	2	3	4
23. I felt comforq having my peers read my writing in English through *Facebook*.	1	2	3	4
24. I felt comfortable giving feedback to my peers on their writing in English using *Facebook*.	1	2	3	4
25. The comments by peers in *Facebook* were useful in improving my writing in English.	1	2	3	4
26. I felt comfortable posting ideas or opinions on *Facebook*.	1	2	3	4
27. Reading my peers' writing on *Facebook* increased my learning experience.	1	2	3	4
28. I considered the suggestions and comments given by peers when revising my own writing.	1	2	3	4
29. I reviewed my writing (spelling, vocabulary, grammar) carefully before posting on the wall in the *Facebook*.	1	2	3	4
30. The peer comment activities allowed me to learn autonomously.	1	2	3	4
31. The peer comment activities increased my motivation to learn English.	1	2	3	4
32. I learned new words through the comments posted in	1	2	3	4

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N IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI F

Items	SD	D	A	SA
Facebook.				
33. I looked up meanings of the new words found or learned through *Facebook* postings.	1	2	3	4
34. I used the new words I learned from *Facebook*.	1	2	3	4
35. I inculcated a more positive attitude towards learning English as a second language after using *Facebook*.	1	2	3	4
36. The brainstorming sessions held through *Facebook* helped me to organize my thoughts before writing.	1	2	3	4
37. The spell-check feature in *Facebook* reduced my spelling error.	1	2	3	4
38. Online writing through *Facebook* gave me ample time to organize my ideas before writing.	1	2	3	4
39. I found it easy to complete essays after using *Facebook* for my writing.	1	2	3	4
40. I was distracted by other features in *Facebook* when using *Facebook* for writing.	1	2	3	4
41. I felt encouraged when friends 'like' my post or comment in *Facebook*.	1	2	3	4
42. I prefer writing on *Facebook* group than writing in classroom discussion context because it saves my time.	1	2	3	4

**********THANK YOU**********

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Appendix L

Writing Scores based on Jacob's et al. (1981) ESL Composition Profile

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Marking Scheme

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CONTENT (30 marks)

30-27	EXCELLENT TO VERY GOOD: • Knowledgeable • substantive • thorough development of thesis • relevant to assigned topic
26-22	GOOD TO AVERAGE: • some knowledge of subject • adequate range • limited development of thesis • mostly relevant topic, but lacks detail
21-17	FAIR TO POOR: • Limited knowledge of subject • Little substance • Inadequate development of topic
16-13	VERY POOR • Does not show knowledge of subject • Non-substantive • Not pertinent OR not enough to evaluate

ORGANIZATION (20 marks)

20-18	EXCELLENT TO VERY GOOD • Fluent expression • Ideas clearly stated/supported • Succinct • Well-organized • Logical sequencing • Cohesive
17-14	GOOD TO AVERAGE • Somewhat choppy • Loosely organized but main ideas stand out • Limited support • Logical but incomplete sequencing
13-10	FAIR TO POOR • Non-fluent • Ideas confused or disconnected • Lacks logical sequencing and development
9-7	VERY POOR • Does not communicate • No organization OR not enough to evaluate

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VOCABULARY (20 marks)

20-18	EXCELLENT TO VERY GOOD • Sophisticated range • Effective word/idiom choice and usage • Word from mastery • Appropriate register
17-14	GOOD TO AVERAGE • Adequate range • Occasional errors of word/idiom form, choice, usage *but meaning not obscured*
13-10	FAIR TO POOR • Limited range • Frequent errors of word/idiom form, choice, usage • *Meaning confused or obscured*
9-7	VERY POOR • Essentially translation • Little knowledge of English vocabulary, idioms, word form OR not enough to evaluate

LANGUAGE USE (25 marks)

25-22	EXCELLENT TO VERY GOOD • Effective complex construction • Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
21-18	GOOD TO AVERAGE • Effective but simple constructions • Minor problems in complex constructions • Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions *but meaning seldom obscured*
17-11	FAIR TO POOR • Major problems in simple/complex construction • Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • *Meaning confused of obscured*
10-5	VERY POOR • Virtually no mastery of sentence construction rules • Dominated by errors • Does not communicate OR not enough to evaluate

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MECHANICS (5 marks)

5	EXCELLENT TO VERY GOOD • Demonstrates mastery of convention • Few errors of spelling, punctuation, capitalization, paragraphing
4	GOOD TO AVERAGE • Occasional errors of spelling, punctuation, capitalization, paragraphing *but meaning not obscured*
3	FAIR TO POOR • Frequent errors of spelling, punctuation, capitalization, paragraphing • Poor handwriting • Meaning confused or obscured
2	VERY POOR • No mastery of conventions • Dominated by errors of spelling, punctuation, capitalization, paragraphing • Handwriting illegible OR not enough to evaluate

Content = 30 marks

Organization = 20 marks

Vocabulary = 20 marks

Language use = 25 marks

Mechanics = 5 marks

TOTAL = 100 Marks

Adapted from:

http://eli.tamu.edu/program/resources/Extended%20Profile%20Criteria.pdf

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