

ICT: An Effective Platform to Promote Writing Skills among Chinese Primary School Pupils

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Abstract

Recently, the emergence and rapid growth of Information and Communications Technology (ICT) have become an essential part of everyone's life. People from all walks of life are utilizing social media for communication, especially the primary and secondary school pupils. Instead of restricting the usage of ICT among primary school pupils, ICT should be fully explored to nurture the habit of writing in the school. This study aims to explore the practicality of ICT in promoting pupils' writing skills. Hence, social media serves as the core of the entire study. A qualitative research was conducted to illustrate the relationship between the use of social media and its role in promoting writing skills among 60 primary school pupils from Kota Bharu, Kelantan, Malaysia. The research findings revealed that ICT serves as one of the useful and practical tools in promoting writing skills among the pupils. The results obtained from the survey were divided into several themes, which would be further discussed in the paper. In a nutshell, it is believed ICT and social media helps to promote writing skills among pupils, especially in learning English as a second language. The recommendation that can be derived from this study is that, it would be better to expose the pupils to write through social media under the surveillance of adults or teachers to make sure the learners are on the right track.

Keywords: Chinese primary school, Information and Communications Technology (ICT), promote, social media, writing skills

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Introduction

As part of society, we had not only witnessed but also experienced several constant changes and evolution to meet the needs of globalization. The revolution of ICT is one of the most remarkable changes that permit us with more potential to communicate (Shand, 2019). The advancement of the digital world has brought the world to more convenient and more significant opportunities nowadays. Whenever we talk about social media, ‘connection’ and ‘information’ would come across our minds. In today’s increasingly digital world, social media not only speed up our daily tasks, but it also plays a vital role in education. However, what is the impact of social media on education, especially learning about writing in schools?

Social media can be defined in various ways. Vidyakala and Nithyakala (2016) opine that a social networking site (or being known as SNS) serves as a platform to develop social networks and relations among people who share the same involvements, activities, background or real-life connections. Some typical and widely used examples of social media would be web sites for social networking such as Facebook, Twitter, WhatsApp, Wechat, Tumblr and the recent craze among youngsters these days, Tiktok. These sites are not typical and monotonous sites like others do. They are equipped with the most current and updated information, trending news, and attractive functions. To date, there is even a feature called ‘Story’ added on Instagram and then followed by Facebook. Hence, the usage of social media is not only limited to public figures and adults only, but it has also been a craze among the youngster and even the children these days. This is an undeniable truth because even a kindergarten child is using social media as well.

According to Shah and Empungan (2015), it is undeniable that the use of ICT in the classroom is crucial to supply the learners with opportunities to learn and engage themselves in teaching and learning especially in the information age. Since the primary children are exposed to social media, there is no doubt that social media somehow helps to promote learning among pupils, especially writing skills. However, there is always a misconception whenever it comes to writing, as most of us would think that writing should be on paper. With the emergence of recent ICT, writing should not be restricted on paper only. Writing should be integrated with images, audio recording, and a system of fast writing. However, vowels and punctuation are sometimes irrelevant and time-consuming. Hence, ICT plays a vital role to facilitate and speed up the learning process well (Yunus et al., 2014). This is also further supported by Mardiana (2016) argues that utilizing social media in a learning process can give the implication to the pupils, educators, and not to mention the present education.

On the contrary, there are also some disadvantages if social media is being misused. For instance, youngsters tend to use ICT as a platform for them to involve themselves in gaming, watching dramas and knowing strangers. These are the activities do not relate to the learning process at all. In this case, the teacher acts as a facilitator to guide them on choosing and selecting the relevant contents on English learning. Furthermore, teachers can assign individual assignments, class projects, and mini research to them through Facebook. Since ICT has become part and partial of our daily life, why not we implement and integrate it into education as well? In 2018, Buriro and Charan noted that “Doubtlessly, this single social media tool (which refers to Facebook) has forced people to stay engaged in reading and writing activities in a way which was never fathomed by the language teachers ever before” (p. 31). The stakeholders need to understand

that one day, the conventional teaching method would be replaced with something more interesting and challenging. to adapt the learning styles of the pupils in this globalization era, teachers need to improve and keep themselves updated from time. With this, ICT and social media would come in the first consideration. The study was carried out to determine and investigate is social media a useful tool to promote writing skills and how can it help to boost up opportunities to write among the pupils nowadays. On par with this, this study intends to answer the “Is social media an effective tool to promote writing skills among Chinese primary school pupils.”

Literature Review

The Importance of Writing Skills

Writing skills serve as the core of communication (Naveed & Bhowmik, 2016). Writing is like part and parcel in our life. This is proven when we write to communicate our thoughts and let others understand what is in our minds every day. Hence, excellent writing skills allow an author to express his or her message with clarity and require a shorter time for the reader to comprehend what he wrote.

According to Dean-Rumsey (1998), writing skills serve as vital components of literacy; pupils are required to be skillful and well-trained to involve in the literate society of the future. Naveed and Bhowmik (2016) opine that writing comprises of many processes, which starts from pre-writing, then proceed to while writing, and lastly post activities. Pre-writing is a preparation stage, which involves thinking, reflecting, and planning about what to be conveyed. While writing is the effort of using the pen to transfer the ideas from the brain and translating expressions into meaningful sentences. Writing requires discovering, exploring ideas, and bringing out images onto a piece of paper. Post-Writing refers to the written work which needs reading and reviewing in detail. Post-writing also needs editing to amend and polish the written work to be perfect ones.

Suswati and Saleh (2019) also suggest that pupils do not solely need to be able to write to be successful in writing. Still, it is vital for them to have the ability to interpret some aspects before and after writing. In this study, the context does not solely focus on writing skills, but also to discover the relationship between the use social media and its impact in promoting writing skills. Writing skills comprise of punctuation, spelling, grammar, sentence construction, language used and to name a few. These skills help the pupils to organize their knowledge and beliefs into convincing reasoning, and to convey their ideas through well-constructed and error-free text. When the pupils are equipped with these skills, the audience can understand the content easily. However, most of us do not realize that pupils are writing through typing their ideas on social media every day.

In today’s education, reading and writing might be some of the fundamental elements in language learning. However, writing appears to be more important for a pupil, especially the primary school pupils. This can be explained by a pupil who can read or speak, but unable to write will confront difficulties, especially in the examination hall. In some schools or countries where the examination is considered as one of the yardsticks to evaluate pupils’ language learning progress, writing would be the most suitable skill to test and verify the mastery in the language of the learners. This is further supported by Nurul-Alwanis et al. (2011) point out that the external centralized public examination is the most influential tool of assessment in the Malaysian

education system. For instance, the pupils in Malaysia are required to sit for the Ujian Penilaian Sekolah Rendah (UPSR) or also known as the Primary School Achievement Test at the end of six years primary school education. In this context, the learners are required to master writing skills to perform well on the papers. In some cases, pupils prefer to express their feelings or disagreement through writing. A learner who encounters problems with writing may face challenges in more than one element of writing skills. The elements comprise of the appropriate usage of spelling, grammar, punctuation, conventions, capitalization, and some initiating and essential aspects in writing skills (Ghabool, Mariadass & Kashef, 2012).

ICT and Its Impact on Education

Before discovering how ICT works on education, we need to understand the use of ICT at the first point. ICT is widely used in our daily life nowadays, such as speeding up burdening workloads, solving difficulties, enhancing teaching and learning process and not to mention making online payments. ICT is formed by various sets of high-tech devices and resources used for communicating, inventing, disseminate, store, and manage information purposes (Meenakshi, 2013). Apart from that, Mullammaa (2010) also believes that the use of ICT and web-based learning solutions offer opportunities for learners to experience a more engaging and challenging teaching and learning process.

The application of ICT in daily life is considered common nowadays due to the rapid emergence of various types of gadgets. According to Sánchez (2017), “ICTs are widely used in many aspects of life, as leisure, work, and studies, and today’s children and teenagers are growing up with computers and mobile devices embedded in their daily lives” (p. 3). Surfing through the Internet and social media has no doubt become the daily routine of pupils nowadays, especially among primary school. Mullammaa (2010) further describes the exploitation of ICT in allowing the teachers to stimulate student-centered learning through building up a sense of belonging in the society among the learners. In accordance with this, the teacher plays a vital role in implementing social media in learning, especially promoting and motivating a sense of writing among pupils nowadays. For instance, assigning tasks through social media as a platform for them to practise and encourage them to write. This is on par with the seventh shift in National Education Blueprint which is, Leverage ICT to scale up quality learning across Malaysia. ICT has a massive ability to speed up the knowledge and thinking skills of a broader scope. Sadly, the potential has not yet been reached (Ministry of Education, 2013).

To date, several types of research had been done, mainly on collaborative learning through social media. Research in the use of Computer Assisted Language Learning (CALL) has been known for creating a helpful and motivating surrounding in the writing classroom for the learners to learn at their own pace. Yunus et al. (2013) suggest that learning and language acquisition is much sustained by the modern principles of ICT. Utilizing ICT in education also enables Malaysia to be able to compete with other countries. There are some countries which started to introduce and implement the use of ICT in their education, namely India, Russia, Singapore, South Korea, Uruguay (Trucano, 2010). Recently, our country, Malaysia also starts to initiate the use of Google Classroom among the school administrators, teachers and pupils. The application and integration of ICT in teaching and learning have been a preference in many advanced countries However, they are also aware of the coherent concerns that the failure of doing so may create a more significant

digital gap and divergence between the developed and developing nations (Singh & Muniandi, 2012).

Nowadays, ICT serves as a platform for pupils to surf and create their personal account in various social media. Therefore, the pupils are exposed to social media in their daily life. It is common that, most of the children own a gadget in their hands. Hence, social media is used as one of the channels to collect data in this study. Most of the communications in social media requires written and unspoken language. Besides, it also enhances knowledge in vocabularies. “The role of social media in English language vocabulary development is like the brightness of the day because social media facilitate the English learners to learn new words and phrases and to improve their vocabulary” (Bakeer, 2018, p. 48). In fact, some learners acquire vocabularies more effective through gadgets rather than monotonous classroom learning. A good piece of writing requires a good command of English and vocabularies.

Recently, the former implementation of FROG VLE (a virtual learning environment platform in Malaysia) has been replaced by Google Classroom. The school authorities, teachers, pupils and parents are encouraged to conduct and participate actively in virtual learning through Google Classroom due to its convenience and availability. Apart from that, courses had been carried out to train teachers on how to use and implement FROG VLE meaningfully in their teaching. This shows that ICT slowly penetrates the Malaysian’s school education system. Shahrane, Jamil and Rodzi (n.d.) suggest that the significance of Google Classroom is to redirect the concentration of the learners and change the classroom from a teacher-centered to a learner centered type of class. This can be done through exposing the pupils to think creatively, asking for information by questioning skills, and not to mention having discussions online. Although Google Classroom may sound entirely new and unfamiliar to some of the citizens. However, it is a good start to implement the advancement and effectiveness of ICT in education. Hence, it is hoped that ICT would be aligned with the use of social media in promoting writing skills among Chinese primary schools’ pupils in the future.

Methodology

Research Design

The research design of this study is quantitative. A quantitative survey study was carried out by distributing questionnaires to 60 respondents. The items in the questionnaire served a purpose of exploring pupils’ perception of utilizing various types of social media in promoting writing skills among Chinese primary school pupils. The concern of this study was to investigate the effectiveness of social media as a tool to promote writing skills among Chinese Primary School pupils. The researcher believes that social media promotes writing skills among Chinese Primary School pupils by fostering and encouraging them to write in English when they are using social media.

Research Instruments

The questionnaire consisted of six major parts. Part A is the demographic profile of respondents, Part B is their access to ICT tools, Part C is the use of social media, Part D is the competency in social media. Next, Part E is the factors affecting the use of social media and then followed by the last part which is Part F, the influence of social media towards promoting writing skills. In general,

Part E and F are the core of the survey with the ‘Likert Scale’, ranging from ‘Strongly Disagree, Disagree, Agree, and Strongly Agree.’

Research Samples

This study was carried out in a Chinese Primary School in Kota Bharu. The school is located in an urban area and it is fully equipped with the facilities of ICT, including Yes, FROG VLE, e-board, and to name a few. In accordance to this, 30 respondents from Primary Year 4 and 30 respondents from Primary Year 5 were selected as the participants of this survey. Also, there was a total of 30 male and 30 female respondents responded to the survey. They are from mixed-abilities classes and also a combination of 22 Malay pupils and 48 Chinese pupils.

Data Analysis Procedures

A survey questionnaire developed by the researcher was used as the primary tool to gather data of the respondents’ perception on the use of social media to promote writing skills among the pupils. The questionnaire was proofread by three option teachers (Teaching English as Second Language) before they were distributed to the respondents. The respondents were distributed with a set of questionnaires each and were given a single period (30 minutes) to answer the questionnaires. The explanation was given since they were from two mixed-abilities class, but the discussion was not allowed.

Data Collection Method

The questionnaire comprised of six parts, the first part highlighted the demographics information, the second part is to discover respondents’ access to ICT tools, and they were only required to make the choices between ‘Yes’ or ‘No’. Next, the third part was expected to be able to explore how frequent the respondents use social media in their daily lives; the fourth part was supposed to discover the competency in social media. The fifth and sixth part, which served as the core of the study were measured using a Likert four-point scale.

The respondents were required to complete the survey within a period of English lesson (30 minutes). The survey questionnaires were distributed to the Year 4 and Year 5 primary pupils in their classes respectively. Due to the lack of facilities in the computer room, the questionnaires were provided in the printed paper. The items in the questionnaire were explained to the pupils. The reason was to cater the needs of some pupils who are not proficient in English. The survey questionnaires were then collected on the spot right after the particular lesson. The researcher gathered and keyed in the result obtained into the SPSS Statistics Data Editor. The results were automatically computed by the system and further analyzed by the researcher and will be explained below.

Findings and Discussions

Demographic Data

A total number of 30 females (50%) and 30 males (50%) respondents answered the survey questionnaire prepared by the researcher. All the respondents are in the age group of 10 to 11 years old. The school is located in the center of the town (Kota Bharu). The result shown a majority of 41 out of 60 respondents are living in the urban areas, whereas 19 of them are living in rural. The

survey also obtained a result of 14 out of 60 (23.3%) of them started using social media since seven years old, and then followed by eight years old (21.7%), and the third in the list is nine years old with the percentage of 15%.

Access to ICT Tools

Based on the result computed, it can be concluded that in this globalization world where ICT is part and parcel of our daily life, almost half of the respondents are equipped with ICT tools in their house. A total percentage of 91.7% has access to smartphones and the Internet, although some are them are living in a rural area.

It is undeniable that Information and Communications Technology (ICT) plays a vital role in today's world even the rural area is provided with the Wi-Fi coverage to ease their life since we are now living in the era of the modern world. With ICT, the pupils can search a thousand and one types of information to meet their learning needs, especially in learning English, which is quite dull for them.

Use of Social Media

Table 1. *Social Media Usage*

<u>SOCIAL MEDIA</u>	<u>Never (%)</u>	<u>Seldom (%)</u>	<u>Sometimes (%)</u>	<u>Always (%)</u>	<u>MEAN</u>
WeChat	8	17	37	38	3.05
Instagram	12	15	30	43	3.05
YouTube	3	0	7	90	3.83
WhatsApp	2	3	23	72	3.65
Facebook	8	13	45	33	3.03

The survey questionnaire was further proceeded with the part to investigate how frequent the respondents use different types of social media in their daily life. Based on Table 1, there are four leading preferable social media among respondents, namely Wechat, Instagram, Youtube, and WhatsApp. The applications mentioned obtained the mean value of three and above.

However, among these four applications chosen, Youtube and WhatsApp are relatively accessible and commonly used by them. This could be proven by the higher mean score obtained by the items, which is 3.83 for Youtube and 3.65 for WhatsApp. This shown that respondents tend to use Youtube and WhatsApp more often than the other social media applications since they chose "Always" the most for both items. According to the pupils, Youtube and WhatsApp are more user-friendly to them, and both of them are frequently used by the people around them as well. As a result, they prefer to use these two applications in daily life. The result was followed by Wechat and Instagram, which obtained the same mean score of 3.05.

Competency in Social Media

The researcher also included the element of competency in social media in the questionnaires to discover the participants' ability to use all sorts of social media.

Table 2. *Competency in Social Media – The Frequency of Item (%) & Mean*

SOCIAL MEDIA	Not Applicable	Weak	Moderate	Good	Very Good	Mean
Facebook	6.7	13.3	17	20	38.3	3.70
Wechat	10	13.3	20	26.7	30	3.53
Instagram	3.3	8.3	26.7	18.3	43.3	3.90
Youtube	-	1.7	-	23.3	75	4.72
WhatsApp	3.3	8.3	13.3	23.3	51.7	4.12

Based on Table 2, the results obtained showed that they think they are competent in using Youtube the most, then followed by Instagram and WhatsApp. 75% of 60 participants had chosen the option that they are competent at using Youtube. They felt that Youtube is a platform for them to learn all sorts of languages and it helps them to grasp the idea better. Most of them use Youtube more than Facebook when it comes to learning languages, especially English. We can easily scroll through a thousand and one types of kid's learning channel, such as fun learning English, and also cartoons that speak in English.

In other words, the younger generations prefer to learn and acquire knowledge by just tapping the screen rather than the 'Chalk and talk' method. This is further supported by Almurashi (2016) proposes that learners can obtain a significant number of benefits and motivations that promote active learning through watching Youtube videos. Hence, this explained what Youtube achieved the highest mean score among social media.

Factors Affecting the Use of Social MediaTable 3. *Influence of Social Media Towards Promoting Basic Writing Skills- Frequency of Item (%) & Mean*

Items / Frequency & Mean	I use SM to follow the current trend (fashion, movie, music)	I use SM to communicate with my friends	I use SM to communicate with my family	I use SM to learn English
Strongly Disagree (%)	2	5	3	8
Disagree (%)	5	2	10	7
Agree (%)	25	32	27	43
Strongly Agree (%)	68	61	60	42
Mean Score	3.60	3.50	3.43	3.18

In this section, the respondents strongly agree that they use social media to communicate with friends and family. A total of 68% of them strongly agree that social media is an ideal platform to follow their favorite artists such as Ed Sheeran, Justin Bieber, Demi Lovato, Dua Lipa, and to name a few. Surprisingly, there were a total of 26 out of 60 (43%) of them only chosen the choice “Agree” that they use social to learn English. This shown that among 60 Chinese primary school pupils, 26 of them use social media as a tool for them to know more about English and gaining knowledge. However, the rest of the pupils agreed that they are using social media to learn other languages such as their mother tongue, the Malay language and also mandarin.

Influence of Social Media Towards Promoting Writing Skills

Based on the questionnaire, the items in part F (influence of Social Media towards promoting writing skills) can be classified into five groups, namely Spelling, Punctuation, Grammar, Motivation, and Generating/Brainstorming of Ideas.

Table 4 shows the perceptions of pupils on the influence of Social Media towards promoting basic writing skills (Spelling, Punctuation, and Grammar).

Table 4. *Influence of Social Media Towards Promoting Basic Writing Skills - Frequency of Item (%) & Mean*

<u>Items</u> <u>\ Frequency & Mean</u>	<u>I can spell the words I have</u> <u>seen from Social Media.</u>	<u>I learn the correct</u> <u>punctuation through Social</u> <u>Media.</u>	<u>I learn the correct and</u> <u>simple grammar through</u> <u>Social Media.</u>
Strongly Disagree (%)	5	8	12
Disagree (%)	8	20	23
Agree (%)	42	37	42
Strongly Agree (%)	45	35	23
Mean Score	3.27	2.98	2.77

Based on Table 4, most of the pupils agree that the use of social media helps in promoting their basic writing skills. The items included the elements of spelling, punctuation, and grammar. These three aspects are considered basic writing skills since the pupils need to master spelling, punctuation, and basic grammar to construct a simple error-free sentence. This group of questions obtained a mean score of 3.27, 2.98, and 2.77, which show that generally, pupils are inclining towards the perception of ‘Agree’ in the questionnaires.

This can be further explained when the pupils are exposed to these elements when they tend to write and present their ideas on social media through typing in English. There are several relevant platforms for them to voice out their opinion such as blogging and Twitter. The writing occurs when they share their ideas through typing which could be considered as one of the ways to write. The pupils gradually gain the confidence to write through the feedback of the audience of their post. As a result, it motivates pupils to do more writing by practicing to share their ideas on social media. Moreover, they can also delete the posts with errors and retype whenever they feel to do so. This is similar to the corrections that they need to do in the exercise books whenever they have made a mistake in the sentence. Sometimes, the upper primary pupils refuse to do

corrections just merely because they do not prefer writing through hands. However, they do not hesitate to correct the mistake in their social media accounts immediately since they do not want to be the joke among their peers. As a result, the errors and mistakes done will be corrected on the spot. Hence, this is the first evidence that we can conclude that social media helps in promoting basic writing skills among the pupils.

Table 5 shows the perceptions of pupils on the influence of Social Media towards the motivation in writing skills.

Table 5. *Influence of Social Media Towards Motivation in Writing Skills - Frequency of Item (%) & Mean*

Items \ Frequency & Mean	I always comment on the post I'm interested in English.	I always write my captions/posts in English.	I feel happy and confident when my post is being read by my friends.
Strongly Disagree (%)	13	10	2
Disagree (%)	18	18	7
Agree (%)	50	50	35
Strongly Agree (%)	18	22	57
Mean Score	2.73	2.83	3.47

Next, the items were further categorized into the effect of social media in motivating the pupils to write. The reason that motivational aspects were being added into one of the items because motivation plays a vital role not only in second language learning, but it also enhances the learning process. Orio (2013) believes that the learners who are motivated more likely to achieve their goals compared to the learners who are not motivated. Motivation is a vital component for successful language acquisition, and it is also a continuous process (Dornyei, 2005).

Based on Table 5, the mean score obtained by the three items proven that in general, pupils agree with the condition that they feel motivated to write and comment on the post they are interested in English. For instance, they always comment on the post that they are interested in and post their status in English. When the respondents were further questioned, they said they prefer to do so because typing in English is easier and faster than typing Mandarin, although they know that there would be some errors in their sentences.

A total number of 34 out of 60 (57%) respondents strongly agree that they feel happy and confident when they posted something in their group (which is written in English) is being liked or recognized by their peers. This item also scored a mean value of 3.47. Hence, we could conclude that social media helps to promote writing skills among the pupils through various platforms such as Facebook group. Yunus and Salehi (2012) argue that a Facebook group also permits instantaneous feedback and interesting interactions that are believed to be able to motivate pupils

in improving their writing. We could tell a majority of pupils strongly agreed towards this item since a total of 57% of them chose “Strongly Agree” for this item. This can be further supported by Kabilan, Ahmad and Jafre (2010) propose that using Facebook can influence the motivation of learners, and build up their social networking practices. This further motivates them to write in English since the gap between the peers is being narrowed. Besides, they are able to show an excellent example to their peers.

Table 6 shows the result obtained by the items under the category ‘Influence of social media towards generating and brainstorming ideas to write.’

Table 6. *Influence of Social Media Towards Generating and Brainstorming Ideas to Write - Frequency of Item (%) & Mean*

Items \ Frequency & Mean	Social Media is a platform for me to share and type my ideas.	I express my feeling with my friends better through Social Media.
Strongly Disagree (%)	12	5
Disagree (%)	10	22
Agree (%)	37	35
Strongly Agree (%)	42	38
Mean Score	3.08	3.07

The items in the questionnaire were further categorized into the theme of brainstorming the ideas. As stated in the result, a number of 25 out of 60 (42%) respondents strongly agree that social media is a platform for them to share and voice out their ideas without any hesitation. In this case, the writing occurs when they try to type their thought (for example, sharing what happened in the school, voicing out something they are unsatisfied or reflecting on their own mistake). Based on the result shown, both items obtained a mean value of 3.08 and 3.07. Hence, we can conclude that in general respondents agree upon social media helps in generating and brainstorming their ideas to write, especially in English.

Besides, social media also promotes collaborative learning. This can be explained when the Internet permits communications by providing various platforms such as websites, blogs, and social networking sites for them to share the same thought and ideas. ICT provides and exposes the learners with skills that contribute to their future, especially when they are in their workplace one day (Yunus et al., 2013). The respondents also mentioned how they feel connected when they use social media to read their friend’s experiences or feeling, and they would comment and respond towards their posts immediately. Following this, social media promotes writing among the respondents through having them to think about what advice and words of support they should give their friends and indirectly make them think about the sentence structure.

Moreover, pupils also get several audiences reading their posts and feelings in social media compared to the traditional assessment systems by the teacher in schools. This further encouraged them to write as they want their work to be recognized by someone, especially their peers. The

pupils earn a sense of satisfaction through sharing their daily feelings with their peers, which is also the audience. Social media is a tool that offers the pupils an opportunity to share ideas and emotions. As a result, we can conclude that social media is a useful tool when it comes to promoting pupils to write to stay connected with their peers since it is something they are familiar and encountering with their daily lives. Table 7 shows the perceptions of pupils on the influence of Social Media in the application of writing skills.

Table 7. *Influence of Social Media Towards Application of Writing Skills - Frequency of Item (%) & Mean*

Items \ Frequency & Mean	I write most of the texts/chats in English.	I apply the language that I've learned in SM in my homework.
Strongly Disagree (%)	12	10
Disagree (%)	28	27
Agree (%)	35	33
Strongly Agree (%)	25	30
Mean Score	2.73	2.83

The items were further divided into the theme of application in writing skills. From the result obtained, it was proven that the respondents agree that social media promote and motivate them to apply the knowledge that they have learned. They are not hesitated to write in English when they go online. The application here refers to applying the English language no matter in terms of writing or typing as long as it is purposeful and meaningful.

A total of 20 respondents (33%) agree that they apply the language that they have learned from social media in their homework because they want to apply and they are also eager to check whether what they have learned is correct or not. For instance, the respondents learn faster and more effectively from the response that they received from commenting, chatting, and posting status rather than the monotonous lesson in the class. Hence, the pupils are required to practise their language and apply the use of English in social media. Most of them agreed that they prefer to type in English because it is faster than typing in Mandarin. Since grammar checker is commonly available in all sorts of gadgets and computer nowadays, they can obtain instant feedback and learn from their mistakes immediately and this is how they apply the English language learned in their homework. As the adage goes, 'Practice makes perfect,' the learning occurs through the continuous practice of the English language in social media every day. Again, we can conclude that social media serves as one of the useful tools in promoting the pupils to apply their writing skills in daily life.

Conclusion

In a nutshell, from the data collected above, it can be concluded that social media is a useful tool used to promote writing skills among Chinese primary school pupils. The feedback from the respondents also shows the majority of them are applying ICT as one of their writing tools. The data collected also proven that social media serve as an effective platform to promote and nurture writing skills. In accordance with this, it can be concluded that social media serve as a tool to

promote the writing skills among Chinese primary school pupils by having them make an effort to write. The respondents are motivated to type in English to learn writing rather than learning writing in the traditional and monotonous English lesson, which is surrounded by four walls.

Based on the result, it is clearly proven that social media serves as one of the effective tools to promote writing skills and provide a variety of language learning opportunities for the children. Actions and measures need to be taken by the stakeholders to motivate pupils to write using social media on a daily basis. The Ministry of Education can take the initiative to organize some seminars and workshops on how to integrate ICT and Social Media, especially to English teachers. Teachers should also update their ICT knowledge from time to time to prepare themselves for future challenges and deliver knowledge to their pupils.

There are several implications that can be derived from the study. Despite of the effectiveness of ICT in promoting writing skills, parents and teachers should take into account the safety of the children when they go online. Pupils who are from lower primary nowadays should be given guidance when using social media to prevent from the happening of cyber-bullying and scamming cases. It is recommended that future researches can be done, focusing on vocabulary aspects since it is one of the vital components in writing skills. Besides, the research can also discover on social media as a tool to improve pupils' writing skills instead of promoting writing skills. There are pros and cons of social media regardless of the usefulness of it. In conclusion, social media is not just a common tool of connecting people. It serves as a tool to motivate pupils to write and also expose them to various writing skills and strategies indirectly. All in all, speaking of social media, when it is fully utilized for a meaningful purpose, it can be an effective way towards not only writing skill but also all the skills in learning any languages.

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