



THE RELATIONSHIP BETWEEN SOCIAL MEDIA EXPOSURE AND ELEVENTH-GRADE STUDENTS' WRITING ACHIEVEMENT IN EXPLANATION TEXT WRITING

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ABSTRACT

Social media is increasingly shaping students' learning behavior, including how they interact and produce written texts. However, empirical evidence regarding its specific impact on explanatory text writing remains limited. The aims of this study are to investigate and find out the effect of social media exposure to male and female students and the relationship between the social media exposure and the students' writing achievement in explanation text writing. Thus, the research design used by the researcher was correlational research. The subjects of this study were 30 students in eleven grades that were randomly taken from two different classes at one of the public senior high schools in Gresik. Close-ended questionnaires about social media exposure were distributed and students' explanation text writing scores were collected to obtain the data. The collected data were calculated and analyzed using an independent sample t-test and Pearson-Product Moment Correlation in SPSS. The researcher then reported the analyzed data using mean, standard deviation, t value, and Pearson r. The results showed that male and female students were not significantly different based on their social media exposure. Moreover, there was a significant but negative and weak relationship between social media exposure and Students' Writing Achievement in an explanation text writing. These results suggest that social media exposure does not excellently contribute to students' writing results.

Keywords: Social Media Exposure, Writing Achievements, Explanation Text Writing.

A. INTRODUCTION

Nowadays, social media has been intensively used by millions of people in the world. Recent statistical data reported by Petrosyan (2023) showed that there are more five billion people who use social media globally. The rapid development of social media networks has been a fundamental innovation that has significantly impacted all field of life, including education. In the field of education, numerous studies have been carried out to evaluate the effectiveness of social media used for various disciplines in teaching and learning (Baria, 2021). From a linguistic perspective, the inclusion of linguistic output on social media shows generous chances for language students both foreign or second language learners to get the input and



process the language they got (Jahromi, 2020). The widespread usage of handheld devices, desktops, and tablets, along with wealthy and dynamic applications may also have put a wealth of linguistic input at its users' fingertips and helped them to produce understandable second language or foreign language output. Many students use social media not only as medium for entertaining them but they also use it for communicating and interacting with others (Baria, 2021). Indirectly, it will train them to learn or even acquire language because they can exchange their own language and their partner language. If their friend who interact with them use another language, correspondingly, they can learn the new language too that they never acquire before. Therefore, the creation and rapid growth of social media as a popular activity have prompted the development of particularity linguistic system required for effective communication.

In addition to its linguistic contribution, social media exposure has also been found to influence students' English skills, including writing. Numerous studies found that social media exposure can enhance the students' writing skills and performance (Esman et al., 2021; Jahromi, 2020; Tomas & Dulin 2021) as well as helping students in doing their task Kabigting et al (2021). They believed that through social media, the students can find related materials to their task and They believed that through social media, the students can find related materials to their task, use it as their guidance for doing their writing task and lighten the burden of their minds who think that writing is considered as the most challenging skills to learn by them and often brings some problems for them (Oh & Lee, 2021; Sumarsono & Mbato, 2021). For example, they are afraid if they cannot write correctly, doubt with their ideas whether it is correct or not, not believe with themselves whether they can or cannot do their writing task, or fear that they make mistakes and errors in their writing (Oh & Lee, 2021; Tomas & Dulin, 2021; Turkben, 2021). As a result, it makes the students can give up handily to do their writing task. Social media, hence, can serve as an alternative medium that provides access to large amounts of information and authentic materials that may help students improve their writing ability.

In senior high school, several texts need to be written by the students. One of the texts is an explanation text. It is a text that explains the process of why and how something such as social and science phenomena happen (Garry, 1980; Winita et al., 2020). Moreover, this text is categorized as a short text. So, there will be around two or three paragraphs. Although the



length of the essay is not too long for the students to write, the students often face some problems while writing the explanation text. For instance, first, they cannot understand the concept of writing this text. Second, it is difficult to express ideas because they cannot develop their imagination. Third, the students are not familiar with changing some experiences or events into written form. Fourth, they are not motivated to learn. Then, they do not have enough skill to write (Winita et al., 2020). Moreover, some real issues were found in one of the public senior high schools where this study was conducted. The students could not comprehend the materials and the writing tasks well. Consequently, they could not differentiate between the explanation text and procedure text. In this case, the students can use social media to help them to browse a lot of information so that they get some added materials that they do not understand and can use it for their writing task.

Although the social media can help the students to improve their writing ability, several negative effects has been found. First, the students often use short words they got from social media such as slangs, acronyms, or abbreviations while they do their writing tasks. As a result, they produce bad writing task with poor language used. This is due to the students cannot control the use of social media and fail to limit for using social media in everyday life (Healy & Mulholland, 2019). Second, the students cannot use proper English language when they are writing because they get some distractions from the social media (Chan & Chen, 2021). Third, the students cannot provide the correct vocabulary and grammar used in their writing task. It happens since they only focus on spending their time using social media applications for exchanging text without learning how to write with well written form (Esman et al., 2021). These issues highlight the need to further investigate how social media exposure influences writing performance.

Based on those explanations discussed above, some previous research has studied the social media exposure and writing. Ghouali (2019) investigated the effect of social media as an assessment tool on the students' writing. This study highlighted the impact, reasons why the students got some difficulties, and explore the issues whether they were led by the social media. The results revealed that there is a negative impact of the use of social media on the students' writing problems. Due to the intensity in using social media, the level of the students' writing is significantly decrease and the students cannot differentiate the context both formal and informal so that they are unable to write well. Besides, Baria (2021) examined the relationship



between the level of undergraduate students' social media exposure and the academic performance. The results indicated that first, there is no significant difference of the students' social media exposure level according to the gender and the family monthly income. But there is significant difference when they are grouped based on their age. Second there is no significant difference of the students' social media exposure and the academic performance level when they are group based on their family monthly income, gender, and age. Third, there is no significant correlation between students' level of social media exposure and their academic performance. The reason is the students' time spent using social media applications did not guarantee that they can perform well in their academic. Furthermore, Kabigting et al (2021) also studied social media exposure. This study focuses on determining the relationship between it and the students' home-based assignment rather than in writing. The revealed that there is significant relationship between those two variables. Besides, the researchers argued that social media bring good impact to the students such as it helps the students to communicate with their friends and complete their home-based assignment. Next, Tomas & Dulin (2021) investigated the relationship between social media exposure and paragraph writing performance of Philippines pre-service teacher. The results found that several aspects of writing such as vocabulary, grammar, language used, and mechanics should be improved by the pre-service teachers. Although those aspects need improvement, this study showed that there is significant relationship between social media exposure and their writing skills especially on mechanics and grammar. Moreover, the time frequency use by the subjects tend to help them to enhance their outputs in writing in both grammar and mechanics since through using social media they can access and browse related information from different sources for their writing. In more recent, Worku & Africa (2022) also conducted a study. However, this study did not evaluate the effect of social media on the students writing, but the researcher assessed and evaluated the effect of social network on the students' writing skills. The findings indicated that the social network gave negative impact on the students skills in writing. It decreases the students' writing ability because they preferer spent their time in accesing social networking but they rarely read books on the library and they have not motivation to do the task.

Even though many previous researchers have been investigated the social media exposure and writing, they mostly researched general writing skills or academic performance. Then, none of



previous study especially studies from Indonesia that investigated the relationship between social media exposure and students' writing achievement in an explanation text writing. Furthermore, limited studies have explored whether social media exposure differs based on gender. Therefore, to fill the gaps, this study aims to find out the influence of social media exposure to both male and female students and investigate whether the social media exposure significantly correlates to the students' writing achievements in an explanation text writing. So, the researcher formulates two research questions;

1. To what extent does social media exposure differ between male and female students?
2. Is there any significance relationship between social media exposure and students' writing achievement in writing an explanation text?

B. METHOD

The researcher used quantitative research with correlational study as the research design. As Ary, Jacobs, Sorenson, and Walker (2014) defined that correlational study is used to investigate the relationship between two things. It is in line with the present study because it sought to investigate the relationship between social media exposure and students' writing achievement in an explanation text writing, as well as to examine gender differences in social media exposure. The participants of this study were 30 eleventh graders at one of public senior high school in Gresik. They were taken randomly from two different classes, such as XI MIPA 3 and XI MIPA 5. The data correlated in this study consisted of students' social media exposure scores that were obtained using close ended-questionnaire and students' writing achievement in explanation text writing that were collected from the students' scores in explanation text provided by the teacher. The close-ended questionnaires were adapted from Baria, (2021) and Tomas & Dulin (2021) about the social media exposure. The questions were 22 items and it used Likert scale consisted of five scales ranging from 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). The total possible scores ranged from 22 to 110 in which the higher scores indicate the higher levels of social media exposure. Prior to data collection, the researcher ensured the quality of the questionnaire by analyzing its validity and reliability. Content validity was obtained through expert judgments. Two experts in English education and educational measurement reviewed the items for relevance, clarity, and alignment with the construct. Several items were revised based on their suggestions, and all

were deemed appropriate after revision. Then, construct validity was then examined using Corrected Item–Total Correlation in SPSS, and all items showed correlation coefficients above 0.30, indicating that each item contributed meaningfully to the underlying construct of social media exposure. Reliability analysis using Cronbach’s Alpha resulted in a coefficient of $\alpha = .690$, which falls within the acceptable range of 0.60–0.80, demonstrating that the instrument was reliable. After that, the researcher distributed the questionnaire to the students as well as explained how to answer the questions in the questionnaires. Once the completed questionnaires were collected, the researcher asked the students’ scores in an explanation text writing to the teacher. After that the researcher analyzed the data. In analyzing the data, there are two ways that the researcher took since there are two instruments used in this study. Then, the researcher used inferential statistics to analyze both first and second data. But to analyze the first data, the researcher used independent sample t-test in SPSS to investigate the difference of social media exposure based on gender, male and female. And the second data, the researcher used Pearson’s Product Moment correlation to examine the relationship between social media exposure and students’ writing achievement in an explanation text writing. The researcher used classification correlation criteria from Arikunto (2013). See Figure 1.

Range	Interpretation
0.00 – 0.20	Very Low
0.21 – 0.40	Low
0.41 – 0.60	Moderate
0.61 – 0.80	High
0.81 – 1.00	Very High

Figure 1. Classification correlation criteria

C. FINDINGS AND DISCUSSIONS

Findings

Gender Differences in Social Media Exposure

Firstly, an independent sample t-test was used to compare the differences of social media exposure on males and female students.

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
SocialMediaExposure	Male	9	76.00	7.697	2.566
	Female	21	73.05	5.563	1.214

Figure 2. Difference of social media exposure on gender

Independent Samples Test

		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	95% Confidence Interval of the Difference	
									Lower	Upper
SocialMediaExposure	Equal variances assumed	.646	.428	1.186	28	.246	2.952	2.489	-2.146	8.051
	Equal variances not assumed			1.040	11.747	.319	2.952	2.838	-3.247	9.152

Figure 3. The results of Independent Sample T-test

The data calculation provided in the Figure 2 and 3 showed that there was a significant difference in the scores for male (M=76.0, SD=7.69) and female (M=73.0, SD=5.56) with (t (28) = 1.19, p = .246, two-tailed). The enormity of the mean difference (MD= 2.95, 95% CI: - 2.15 to 8.05) was very small (eta squared = .005). Indeed, there was a significant difference of social media exposure between male and female students although the effect of it was very small.

Relationship Between Social Media Exposure and Writing Achievement

Next, the researcher used Pearson Product Moment in SPSS to know whether there is significant relationship between social media exposure and students' writing achievement in an explanation text writing. The results can be seen in the figure 4 below.

Correlations

		Writingscore	SocialMediaE xposure
Writingscore	Pearson Correlation	1	-.382*
	Sig. (2-tailed)		.037
	N	30	30
SocialMediaExposure	Pearson Correlation	-.382*	1
	Sig. (2-tailed)	.037	
	N	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

Figure 4. The results of Pearson Product Moments' Correlation

The figure 4 showed that the Pearson correlation coefficient is $-.382$ and the significance (2-tailed) is $.037$. Since the r value is $-.382$ is less than < 0.05 , it means that there is correlation but the relationship is negative. Not only that but the data also showed that the relationship is considered weak because the r value $-.382$ is on the range $0.21-0.40$. Moreover, to test the significance between two variables, the researcher found that there is significance between both of them since it was less than $<.005$. Hence, it can be concluded that there is a significant but weak negative correlation between social media exposure and the students' writing achievement in writing an explanation text.

Discussions

This section discusses the findings of the study by relating them to previous research. Results from data above reported that the absence of significant gender differences indicates that social media usage patterns among students are relatively similar across all genders. This phenomenon aligns with global trends reflecting the increasing use of social media platforms accessed by both male and female adolescents. This findings are consistent with the study by Baria (2021) who revealed that the social media exposure on male and female students are the same. Besides, the results of this study are in line with Esman et al (2021) who found that the mean of the female students is higher than the male students in terms of the exposure of social media they used while writing although they found that the effect of social media exposure based on the gender was moderate. In short, the results of this study indicate that gender is not a determining factor in students' engagement with social media. This reinforces the idea that



interventions or literacy programs addressing appropriate social media use should be designed inclusively, without gender differentiation.

Besides, the finding of a significant but weak and negative relationship between social media exposure and the students' writing achievement in writing an explanation text indicate that higher levels of social media exposure were associated with slightly lower writing scores, although the enormity of this relationship remained practically small. Those results almost similar with Baria (2021) stated that there was weak correlation between social media exposure and the students' performance in learning although not significant. It happens because the students cannot use social media properly by spending much time and prioritizing other things whereas they can use social media for doing their academic-related tasks and interact with others at the same time. Another finding Esman et al. (2021) also showed there was a significant relationship between social media and the students' proficiency in writing. However, Worku & Africa (2022) argue that using social media a lot can reduce students' motivation in academic reading and writing tasks, but the weak correlation shows that while social media exposure might cause distraction or make students use more casual and informal language, it is not a primary reason of students' writing achievement. Hence, although social media offers opportunities for language exposure, these findings highlight the need for teachers to guide students in distinguishing informal digital communication from academic writing norms. Overall, the results of this study indicate that although gender does not significantly influence the level of social media exposure, higher exposure is slightly associated with lower achievement in explanation text writing. These results underline the importance of balanced social media use and explicit instruction in academic text writing.

D. CONCLUSION

This study found no significant gender differences in students' engagement with social media, indicating similar exposure for male and female students in everyday learning contexts. These results suggest that social media use among high school students is broad and gender-neutral. Therefore, educational policies and classroom strategies related to digital media should adopt an inclusive approach that does not discriminate based on gender. Furthermore, a significant but negative and weak relationship was found between the two variables. These suggest that higher levels of social media exposure have a modest relationship with lower writing



performance. However, the strength of this relationship remains small, suggesting that social media exposure is not a predictor of students' writing scores. In short, the results of this study indicate that although gender does not play a significant role in students' social media exposure, excessive exposure may slightly hinder students' ability to produce formal academic writing. Therefore, it is important for educators to encourage students to use social media wisely and provide clear instructions to help them use formal language in their writing. Future research could explore additional variables, such as students' digital literacy levels or the types of social media they use, to better understand how online or social media engagement influences writing development, and teaching strategies. Expanding the sample size and using a mixed-methods approach could also provide deeper insights into how social media shapes students' writing development in various educational settings.

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