Enhancing Islamic Millennial Students' Writing Skills through Facebook Class

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Abstract

The low proficiency in English writing poses a significant challenge for the Millennial Muslim generation, particularly first-semester Ushuluddin students at IAIN Kediri in the 2022/2023 academic year, in utilizing Facebook as a learning platform. This study aims to explore the effectiveness of Facebook as a learning platform in enhancing students' writing skills. The research employs a Classroom Action Research method involving 220 students from six classes across four study programs. Students uploaded their writing assignments on Facebook throughout the learning process, tagging the researcher and their peers to receive feedback. The findings indicate that students' writing scores improved by 83.5%, and their motivation to write increased, with 95% feeling more encouraged to submit their work based on the feedback received. These results suggest that using Facebook as a learning platform is an effective method for improving writing skills. Therefore, this study recommends that lecturers integrate Facebook as a teaching medium in writing instruction.

Keywords: Facebook class, Islamic millennial generation, Writing skill

Abstrak

Rendahnya keterampilan menulis bahasa Inggris adalah sebuah tantangan dan permasalahan yang dihapai oleh generasi Islam Milenial yaitu mahasiswa semester pertama Ushuluddin di IAIN Kediri pada tahun akademik 2022/2023 dalam memanfaatkan Facebook sebagai platform pembelajaran. Penelitian ini bertujuan untuk mengeksplorasi efektivitas penggunaan Facebook sebagai platform pembelajaran dalam meningkatkan keterampilan menulis mahasiswa. Metode penelitian yang digunakan adalah Classroom Action Research, yang melibatkan 220 mahasiswa dari enam kelas di empat program studi. Dalam proses pembelajaran, mahasiswa mengunggah tugas menulis mereka di Facebook dengan menandai peneliti dan rekan sekelasnya untuk mendapatkan umpan balik. Hasil penelitian menunjukkan bahwa nilai menulis mahasiswa meningkat 83.5%, begitu pula motivasi mereka dalam menulis meningkat dengan hasil 95% siswa termotivasi untuk mengumpulkan hasil tulisannya berdasarkan feedback yang telah diterima. Temuan ini mengindikasikan bahwa penggunaan Facebook sebagai kelas pembelajaran merupakan metode yang efektif dalam meningkatkan keterampilan menulis. Oleh karena itu, penelitian ini menyarankan agar dosen dapat memanfaatkan Facebook sebagai media pembelajaran dalam pengajaran menulis.

Kata kunci: Kelas berbasis Facebook, Generasi Muslim Milenial, Ketrampilan Menulis.

INTRODUCTION

In the rapidly evolving communication and technology landscape, writing skills remain a critical aspect of personal and professional success. The Millennial generation, characterized by its digital fluency and social media affinity, represents a unique demographic with distinct learning preferences (Alsup, 2019; Suciati et al., 2022; Wahab et al., 2020). Writing helps students to recall information they have learned and focus on learning; thus, they can understand and memorize the lesson better and it will last longer. (Forget, 2007). Therefore, having good writing is crucial for students because it is not only for students' skill development but also communication skills which is essential in today's information society (Andika et al., 2023; Wolf et al., 2018)

This study addresses a significant issue in the development of scientific knowledge and practical applications. A deeper understanding of this issue is essential to enrich insights and support more accurate policymaking. In the context of education, writing skills play a crucial role not only in academic success but also in enhancing students' competitiveness in professional and social spheres. This is particularly relevant for students in Islamic educational settings, where structured and analytical writing is essential for engaging with both academic and religious texts. Despite its importance, many students struggle with writing, especially in a foreign language, due to challenges such as linguistic complexity, limited vocabulary, and insufficient practice. As digital technology continues to evolve, there is a pressing need to explore innovative learning methods that can support students in developing their writing skills. This study aims to address this need by examining how Facebook, as a widely used social media platform, can serve as an effective tool for improving writing proficiency among Islamic millennial students.

Recognizing the need to adopt a technology-based approach in this digital era, writing skill is difficult to acquire and practice (Rifai et al., 2020; Smolin & Lawless, 2003). The use of a foreign language adds a major layer of complexity. Foreign language learners' writing is significantly impacted by variations in language structures, idea expression techniques, writing styles, and other culturally specific elements (Ahmed, 2016; Primasari et al., 2021). Additionally, to write well, a writer must address a variety of writing elements, including vocabulary, grammar, and punctuation (Cahyono et al., 2023; Crossley et al., 2014; Puspitasari et al., 2022). Unfortunately, students frequently make mistakes when they are writing, which results in a poor delivery of the text's idea. Some problems affecting students' writing abilities include a lack of writing proficiency and an inadequate vocabulary for creating and organizing the materials (Amalia et al., 2021; Wahyuni et al., 2023).

To make the Islamic Millenial students enjoy writing, the use of social media in learning is preferable. Social media is currently the most often used instructional medium among education specialists (Kardi et al., 2023; Ritonga et al., 2024; Tan et al., 2021). Social media include methods of interpersonal communication where individuals generate, distribute, trade, and discuss material inside online groups and networks (Chung & Lai, 2023). Among the many good things that social media may offer are the flexibility to post content online, the ability to stay more current on global events, and the opportunity to simply connect with friends.

One of the very popular social networking websites is Facebook (Tınmaz & Çağıltay, 2012). Almost every young person now has a Facebook account, as the Ushuluddin students in the first semester of the 2022/2023 academic year. With so many users, Facebook is currently the most popular social networking platform. Numerous features on Facebook, such the "like" button, comment function, and sharing button, have encouraged users to start conversations and quickly share their opinions. Facebook's motto, "giving people the power to share and making the world more open and connected," aligns with this principle by empowering users to actively participate in the exchange of ideas and knowledge, which fosters autonomy and participation (Ashton et al., 2023). Facebook users can create their groups based on interests, share content, and communicate with one other using simple applications (Shih & Liu, 2023).

Then this was seen as a benefit in supporting English teaching and learning process in the researcher's classes. Since the students were not English department students, their motivation and skills were not as high as those. Almost all Ushuluddin students learned English because it was a compulsory lecture, so no effort to learn it. It then affected students' low marks indicating low skills, including in writing. Writing was a difficult one for the students (Indasari et al., 2024; Masnu'ah et al., 2023). They needed much time to just make one or two paragraphs in English. They spent time looking for the vocabulary in the dictionary and thought about structure as well.

Starting from the mentioned condition, the researcher assumed that Facebook class was a good way to raise students' motivation in learning writing so that they could improve their English skills, especially in writing. So that the students' marks would increase, too. This study aims to improve Islamic Millennials' generation writing skills by taking advantage of their familiarity with and ease of access to Facebook, a medium that is widely used in their everyday lives. This curriculum attempts to close the gap between traditional writing instruction and the preferences of the Millennial generation, given the growing significance of efficient written communication in a variety of contexts, including academics, the workplace, and social interactions. Thus, the researchers were very enthusiastic about researching using Facebook as a way to improve the millennial generation's writing class.

Social media platforms are now commonly acknowledged as effective means of academic communication, particularly on college campuses. (Heidemann et al., 2012) claim that Facebook is the biggest social network with over 100 million users, as well as one of the most popular and quickly expanding websites on the Internet. Facebook serves as a platform for many forms of communication, information exchange, and collaborative creation and modification, as noted by (Plantin et al., 2018).

There is some concrete proof that Facebook aided in language acquisition. According to (Cheung et al., 2011), Facebook's virtual social interactions can help active users enhance their writing and communication abilities. According to (Derakhshan & Hasanabbasi, 2015), Facebook is a useful tool for language acquisition because it allows students to engage in virtual social activities that improve their verbal communication skills in the real world. Additionally, (Hew, 2011) conducted peer assessment on Facebook. The findings showed that Facebook peer reviews greatly increased students' desire and interest in studying. All of these encouraging findings provided evidence that Facebook social connections had an impact on language learning outcomes (Fatimah et al., 2023; Firdaus et al., 2023; Minarti et al., 2023).

Although several studies have highlighted the use of social media in language education (Hew, 2011; Derakhshan & Hasanabbasi, 2015), there remains a gap in understanding how platforms like Facebook can be effectively utilized to enhance writing skills in Islamic educational settings. Most research has focused on the general benefits of social media without specifically exploring students' experiences in using it for writing in a foreign language. Therefore, this study fills a gap in the literature by providing a more in-depth analysis of Facebook's role in supporting writing instruction among Ushuluddin students.

The millennial era in which the internet and social media are common things is called the internet generation, net generation, and digital natives (Dimitriou & Blum, 2015). The millennial generation was born in 1980-2000 (Young et al., 2013) or is 17-35 years old today and is very familiar with technology, including social networking websites. It is a virtual community in which all people connect and interact with each other on a particular subject or just "hang out" together online (Murray & Waller, 2007). Students of Ussuluddin majoring are very familiar with Facebook and use it every day. They use most features on Facebook for interaction such as having social connections, networking, event planning, getting news and information, self-entertaining, expressing identity, or even for business in the Facebook marketplace.

This study aims to explore the effectiveness of using Facebook to enhance the writing skills of Ushuluddin students. Specifically, it seeks to understand how interactive features on Facebook, such as comments and group discussions, can improve student engagement in writing and receiving feedback. Additionally, this research aims to identify the challenges students face when using social media as a learning tool and explore strategies to overcome them.

The Islamic millennial generation proposed by (Basir et al., 2021) refers to young Muslims whose families guide them to understand and embody Islamic teachings daily, even with formal religious schooling available. The emphasis is on parents' role in providing religious motivation and moral guidance, aiming to nurture a pious character in children who live in a modern, millennial era (Mäkinen et al., 2018; Tang et al., 2020). This research is focused on the Islamic millennial generation on the students in the Islamic education environment (Azizah & Mardiana, 2024; Hasanudin et al., 2024; Huang et al., 2021; Wardi et al., 2024). (Anggaira et al., 2022) Agrees that the Islamic millennial generation represents millennials raised within an Islamic ecosystem, such as in Islamic-based schools, where religious values are deeply embedded in their environment and education. Thus, this research leads the Ushuluddin students to benefit from Facebook for Learning.

The research hypothesis is that using Facebook as a learning platform will enhance students' writing skills by increasing motivation, active engagement, and feedback from peers and instructors. Through a social media-based approach, students are expected to develop ideas more easily, correct language errors, and improve their fluency in writing English.

Finally, this research explores the potential of Facebook as an educational tool for enhancing the writing skills of Islamic millennial students. In an age where Facebook platform have become integral to students' daily lives, Facebook offers a unique opportunity to integrate technology into learning, fostering collaboration and engagement. By utilizing Facebook groups and features, the Islamic Millennials students can receive feedback, participate in discussions,

and improve their writing abilities. This study aims to bridge existing gaps in research by providing practical insights into the role of Facebook in developing students' academic writing skills.

METHOD

This study is designed to solve the classroom teaching and learning barrier dealing with writing improvement. Students frequently make mistakes when writing, which results in a poor delivery of the text's idea. To find a new way to overcome the issue, the researchers applied Classroom Action Research (CAR). Action research is research carried out by practitioners to improve their professional practice and understand it better (Altrichter et al., 2002; Cameron-Jones, 1983). Following that (Allwright & Bailey, 1991) mention that it is a research center on the classroom, and simply tries to investigate what happens inside the classroom. It treats classroom interaction as virtually the only object worthy of investigation.

The research was done in one cycle consisting of planning, implementing, observing, and reflecting or evaluating the process and the result of the action, as mentioned (Latief, 2012). According to Kemmis and Mc Taggarrt (1998), CAR is trying out ideas in practice as a means of improvement and as a means of increasing knowledge about curriculum, teaching and learning. It means that the teacher should be able to increase the student's capability in writing skill using facebook media as shown in the following figure:
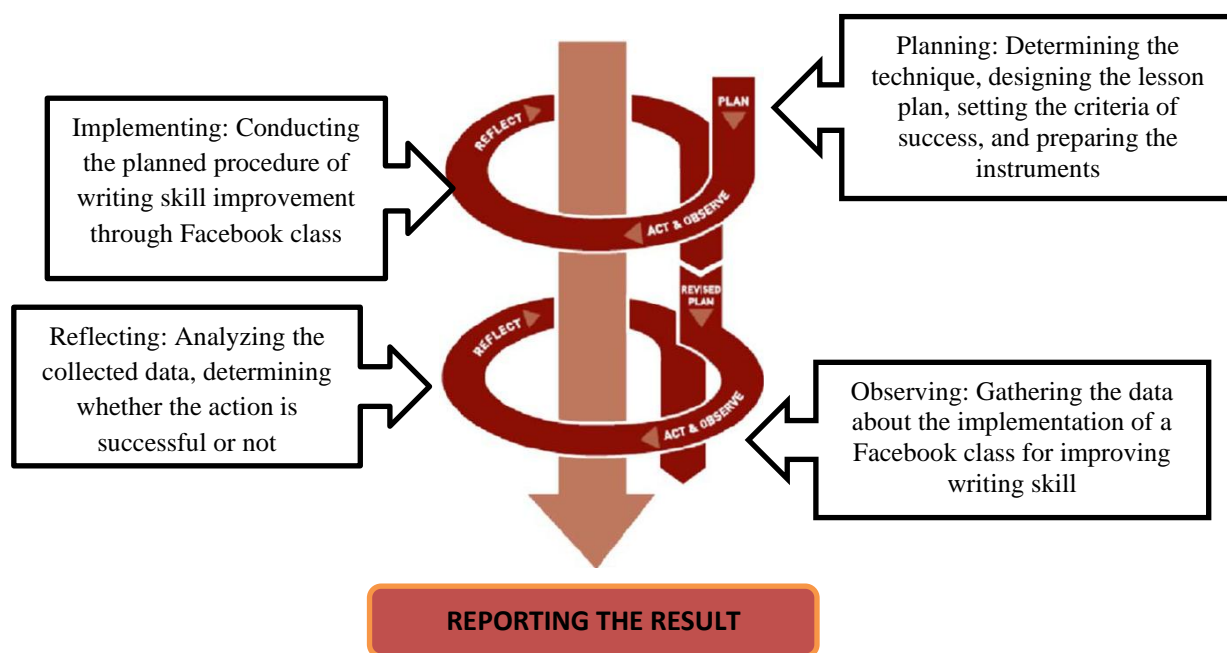

Figure 1. The Procedure of Classroom Action Research (CAR)

The research was conducted at IAIN Kediri and involved 220 Ushuluddin students, as the object of the research, in the first semester who were spread in 6 classes in 4 study programs; 2 classes of Islamic Psychology with 40 students in each class, 2 classes of Religion Sociology with 40 students in each class, one class of Interfaith Study with 30 students, and one class of Study for Sufism and Psychotherapy with 30 students.

RESULTS AND DISCUSSION
Situation Before the Research and Preliminary Test

The meeting of English 1 was once a week or 16 meetings in a semester. English 1 consisted of speaking, listening, reading, and writing. The focus of this research was writing skills which the students had difficulty most in doing the tasks related to. The preliminary test conducted on the first meeting indicated their writing skill was low with the data that the average marks in each class were below 30-40 per 100, and no more than 10 % getting marks above 76, the target mark. The range can be seen below.

Table 1. The range of formal marks of Ushuluddin faculty

| Interval score | Mark | | Status | Category |
	Abjad	Number		
96-100	A+	4	Successful	Excellent
91-95	A	3.75	Successful	Almost Excellent
86-90	A-	3.5	Successful	Very Good
81-85	B+	3.25	Successful	Very Good
76-80	B	3.00	Successful	Good
71-75	B-	2.75	Successful	Good
66-70	C+	2.50	Successful	Enough
61-65	C	2.25	Successful	Enough
56-60	C-	2.00	Failed	Less
51-55	D	1.75	Failed	Less
0-59	E	0	Failed	None

In this research, the researcher targeted 76 or B for students' marks because it was the "good" category, the middle mark. For the writing analysis, the researcher adapted the analytical score from Brown and Barley (1984: 39-41); organization, content, grammar, punctuation, spelling, mechanics, style, and quality of expression.

From the data of the four study programs calculated that the students getting good scores in 76-80 are 22 students or 10%, same as in 71-75, while the highest percentage is in 51-55; 26,8% or 59 students. The second one is in 61-65; 26,3% or 58 students. The third is in 56-60; 21,8% or 48 students. The next is in 66-70; 9,54% or 21 students. The last is in 0-50; 0,45% or 1 student.

The next data is about students' motivation found from interviews. The researcher interviews with 5 students randomly in each class. From the interview, the researcher got the data that 5 students, 16,6%, liked writing because it was easy, and they thought they were good in English. Whereas for the remaining ones, 25 students or 83,4% said that they disliked writing because it was difficult, and they thought writing in English was not important for their study programs since they were not English department students.

Research Implementation

Planning the Action

The activities done by the researcher in the planning step were adapted from (Stephen Kemmis & Robin McTaggart, 2014):

Designing a model of teaching and learning

In this step, the researcher used an integrated teaching-learning model. According to Joni, T.R. (1996) in (Trianto & Pd, 2007), integrated teaching-learning is a system of learning in which students can actively look for and discover scientific principles holistically, meaningfully, and on an authentic.

Steps of integrated teaching-learning, according to Prabowo (2000) in(Trianto & Pd, 2007), may be combined steps of some teaching-learning; direct instruction, cooperative learning, problem-based instruction, contextual teaching-learning, inquiry discovery, etc. This means integrated teaching-learning is flexible.

Preparing lesson plan

The time for this research was the first semester in the 2020/2021 academic year. There were 16 meetings for each class. Yet those were for English 1 subject. For writing skills, the researcher allocated 6 meetings in a classroom and a semester for a Facebook class. The steps of the chosen model, integrated teaching-learning, are: (1) *Introduction*: The researcher introduced English subjects, including writing skills and its materials, Facebook class, and evaluation. (2) *Presenting materials*: The researcher presented and explained the writing materials; description, recount, exposition, and dialogue text; and also grammar related to the texts (simple present tense, simple past tense, present continuous tense, present perfect tense, and noun phrase). (3) *Guiding and practicing*: The researcher guided the students to practice writing based on the materials and tasks instructed, including uploading the works on their Facebook accounts and tagging the researcher and their friends in the same class. (4) *Analyzing, responding, and giving feedback*: After the students uploaded their work, a week to 2 weeks later, the researcher gave comments, feedback, and corrections on the students' works on students' own Facebook accounts. (4) *Repairing*: After the students got the feedback and correction, they repaired their work to be better writing. After that, they had to upload on their own Facebook accounts with the same instructions before. (5) *Evaluation*: This is the last phase. The researcher evaluated the students' works; before and after correction.

Determining materials: The writing materials were in the handbook of English 1: (1) Description text; describing students' own family, (2) Dialogue text; writing a free dialogue on a full page. (3) Recount text; writing students' own experience. (4) Exposition text; writing students' opinions about an issue / a lecture / a student organization at IAIN Kediri.

To support the students in learning the materials above, the researcher determined some materials of grammar and structure to learn Simple Present Tense, Simple Past Tense, Present Continous Tense, Present Perfect Tense, and Noun Phrase.

Determining media

In this step, the researcher designed a media named Facebook class. Suitable as its name, Facebook class is a class on Facebook. The researcher and the students were connected on Facebook. They use their existing accounts to upload their work, not to Facebook groups. It means there were no Facebook groups. They just needed to operate their own existing Facebook accounts. They uploaded the works and got the corrections from the researcher through their accounts.

Since there were no Facebook groups the students needed to tag the researcher and their friends in the same class as a notification. The purpose of using Facebook class without making a Facebook group was not only for the students in the same class but also for the students' friends on Facebook could see the works, and give "Likes" and even comments. The views, "Likes" and comments were hoped to improve their motivation to increase their efforts to get better in writing.

In this step, the researcher made sure that every student had a Facebook account and befriended on Facebook. Those who had not, had to make it first so they could join Facebook class. (1) Designing observation sheets and interview questions to see the result In this step, the researcher designed an observation sheet and some interview questions.

(2) Setting criteria for success: The criteria of success for this research were average students, which means 50% of all students, getting the "good" category or "B" in the 76-80 interval range of writing scores and upper ones. The analytical score is adapted from Brown and Barley (1984: 39-41); organization, content, grammar, punctuation, spelling, mechanics, style, and quality of expression. For a detailed description, see Table 2 above.

Implementing and observing the Action
Applying writing on Facebook class

There were 6 meetings in a classroom where the researcher explained the materials and their grammar structures. Each meeting was listed below:

Table 2. Meeting schedule in a classroom

Day	Material	Writing Topic	Grammar Structure
1	Preliminary test	A paragraph of description, dialogue, recount, and exposition	-
2	Description text	Describing students' own family of 2-3 paragraphs	Simple present tense and noun phrase
3	Dialogue text	Writing a free dialogue on a full-page	Present continuous tense
4	Recount text	Writing a free dialogue on a full-page	Simple past tense
5	Exposition text	Writing students' opinions about an issue / a lecture / a student organization at IAIN Kediri in 2-3 paragraphs	Present perfect tense
6	Evaluation	Students' final works after revision	-

Face-to-face meetings were 6 meetings connecting through cyberspace; Facebook classes were 24 hours a day for a semester. It means the students spent more time connecting to the researcher and one another. A classroom was a place to get materials and explanations directly from the researcher yet the process of practicing the materials was done more on Facebook class.

On the first day, almost all the students looked confused and hard to do the instruction. They were also busy adding, confirming, and tagging their friends on Facebook. Yet they had no problem in uploading their works since they were very familiar with Facebook and available wifi in IAIN Kediri. On the third, fourth, and fifth, the condition was very different, they did not look as confused and busy as the previous one.

On Facebook class, the Islamic Millenial students uploaded their works by tagging the researcher and other students in the same class so they automatically could see, "Like" and commend the works. The "friends" mode on their uploading gave a chance to other students in other classes and anyone who befriended them to do the same.

There were 4 materials so there were 4 works uploaded one by one. After the students uploaded them, 1-2 weeks later, the researcher responded, commended, and gave feedback and corrections for their work one by one. That is why the duration of the Facebook class was a semester. After the students got responses, feedback, and corrections from the researcher, they repaired their work and then uploaded it to their own Facebook accounts.

Collecting data through observation sheet and interview

The results of the observation sheets were:

- 90% of the students listened to the researcher carefully.
- 100% of students did the writing tasks.
- 100% of the students wrote texts based on the instruction.
- 100% of the students uploaded their works on their own Facebook.
- 80% of the students responded and commended other students' work on Facebook accounts.
- 40% of the students actively asked the teacher researcher about their works' corrections.
- 10% of the students did plagiarism.
- 100% of the students repaired their works and uploaded them.

Then the results of the interview were:

- 90% of the students did the writing tasks by themselves.
- 85% of the students felt challenged to write and upload their works, moreover, they might be seen by anyone who befriended. While the other 15% felt usual.
- 95% of students said that they were happy getting many "Likes" and good comments. While the other 5% said, "Just so-so".
- 85% of the students were curious about other students' works, "Likes", comments, feedback
- and correction while the other 15% were not.

- 95% of the students repaired and uploaded their work after getting corrections and feedback.

Reflecting the Action Result

Reflection is the process of analyzing data to determine how far the data collected has shown the success of the strategy in solving the problem (Latief, 2012). (1) Analyzing the collected data from the evaluation result of students' revised works, observation sheet, and interview. The data shows that the lowest interval score achieved by the students is 71-75 with 4 students or 10% and the highest one is 91-95 with 5 students or 12,5%. Then in 76-80 are 20 students or 50%. The next is in 81-85 with 15 students or 37,5%; and in 86-90 with 5 students or 12,5%. The total number of students who meet the criteria of success is 36 students or 90%. (2) Determining whether the action is successful or unsuccessful Based on the data from preliminary tests and evaluation results, it can be concluded that the action of teaching-learning writing skills through Facebook classes is successful. The criteria for success are average students, which means 50%, getting the "good" category or "B" in the 76-80 interval range of writing scores and upper ones. The achievements of the students can be seen below:

Table 3. The students' increasing percentage after evaluation

No.	Study Program	Preliminary Test	Evaluation Result	Increasing Percentage	Note
1	Interfaith Study	10%	93,3%	83,3%	Successful
2	Tasawuf and Psychotherapy Study	10%	93,3%	83,3%	Successful
3	Religion Sociology	8,75%	97,5%	88,75%	Successful
4	Islamic Psychology	11,25%	90%	78,75%	Successful
	Average Percentage	10%	93,5%	83,5%	Exceed criteria of success

Discussion

The findings of this study indicated that implementing Facebook classes significantly enhanced students' writing skills and motivation. At first, the researchers targeted a minimum score of 76 (categorized as "good"), using Brown and Barley's (1984) analytical scoring model, which evaluates organization, content, grammar, punctuation, spelling, mechanics, style, and quality of expression. Statistically, the data revealed that only 10% of students scored within the targeted range of 76-80, while the highest percentage (26.8%) scored between 51-55, followed by 26.3% in the 61-65 range. However, after the intervention, the success criteria were met by 90% of students, with an average improvement in writing scores of 83.5%. These findings align with previous studies, such as Yunus and Salehi (2012), which demonstrated that integrating Facebook into writing classes could improve students' performance and engagement. Similarly, Bani-Hani et al. (2014) found that Facebook facilitated a collaborative and interactive learning environment that enhanced writing skills among Jordanian EFL students.

In addition, to writing improvement, the study also examined students' motivation. Interviews with 30 students revealed that only 16.6% initially enjoyed writing, while 83.4% found it difficult and irrelevant to their field of study. However, after the implementation of Facebook classes, motivation increased significantly, with 95% of students actively submitting their work after receiving feedback. This result is consistent with research by Cheung et al. (2011), which found that social media platforms like Facebook encourage students to engage more actively due to social recognition and peer validation. The ability to receive immediate feedback and public acknowledgment through "likes" and comments played a crucial role in boosting students' enthusiasm for writing.

Furthermore, the improvement in students' motivation can be attributed to the social nature of Facebook as a learning platform. Unlike traditional classroom settings, Facebook allows students to share their writing publicly, making them more conscious of quality and engagement. This supports the findings of Yunus et al. (2011), who reported that Facebook groups foster a sense of community and accountability among students, leading to improved writing proficiency. The primary distinction between the present study and previous research is that while earlier studies predominantly used Facebook groups, this study utilized individual Facebook pages, which allowed for a more personalized and self-directed learning experience.

Overall, the findings of this research reinforce the argument that Facebook can serve as an effective tool for enhancing writing skills and motivation among Islamic millennial students. The integration of social media in the learning process aligns with the socio-cognitive theory of learning, which emphasizes interaction, feedback, and peer engagement as key factors in skill development. The combination of peer support, instant feedback, and the visibility of students' work contributed to increased motivation and improved writing performance.

CONCLUSION

This research revealed that the use of Facebook classes in teaching writing had a greater impact than initially expected. It not only significantly improved students' writing scores but also enhanced their motivation to complete writing tasks. The online platform provided a more flexible learning environment compared to traditional classroom settings, allowing students to engage with writing activities beyond limited in-person sessions. Additionally, the ability to view peers' work and receive direct feedback from both the researcher and fellow students contributed to a more interactive and collaborative learning experience. These findings challenge traditional assumptions about writing instruction and highlight the potential of social media as an effective learning tool.

The study strengthens previous research on digital learning by demonstrating how Facebook can facilitate collaborative writing and feedback in an EFL context. It also challenges the assumption that writing instruction is most effective in face-to-face environments by showcasing the benefits of online peer interaction. Furthermore, this study introduces the concept of motivation driven by social recognition, where students not only aimed for academic success but also sought validation through "Likes" and comments from their Facebook peers. This insight enriches discussions on the role of digital platforms in shaping student engagement and motivation in language learning.

Despite these findings, the study has certain limitations. The research was conducted with a relatively small sample, making broad generalizations difficult. Additionally, factors such as data variation, gender, and age differences were not deeply explored. Future studies with larger and more diverse samples are needed to provide a more comprehensive understanding of how social media-based learning environments impact writing development across different learner demographics. Further research could also examine long-term effects and compare Facebook classes with other digital writing platforms to refine best practices in online writing instruction.

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