



**THE IMPACT OF SOCIAL MEDIA ON SECONDARY SCHOOL STUDENTS'
ENGLISH LANGUAGE PERFORMANCE IN MALAYSIA**

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APPROVAL SHEET

This research paper attached hereto, entitled “The Impact of Social Media on Secondary School Students’ English Language Performance in Malaysia” prepared and submitted by Tillashini A/P Sathiyaseelan in partial fulfilment of the requirements for the Bachelor of Arts (Hons) English Education is hereby accepted.

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ABSTRACT

The current teaching and learning system has incorporated internet into it. Internet has been playing a vital role in lives of many and now includes the younger generation. Learning through social media has its own impacts to its learners. However, Malaysia has not completely brought it into action because there are not significant studies that has proved the benefits of social media in the Malaysian context. Previous research mostly focused on one language skill which may not be sufficient to determine if social media does have an impact on student's English language performances. The previous researches evolved around the same grades and only one type of social media which is inadequate. Emphasis in this study has also been given to evaluate the gender differences in the samples to determine the effectivity of social media as a whole. Implementing a quantitative method using the stratified random sampling in choosing the needed samples to carry out an experimental research design where a pre-test and post-test is carried out to obtain results for this study. This study will serve as a reference to teachers in understanding how social media can contribute to English Language performances in classrooms. This study also contributes to the National Education Policy in terms of ICT in education which has few measures to undertake which is to enhance the use of digital technology for both students and teachers in its education system.

Keywords: Language teaching, social media, benefits, gender differences.

DECLARATION

I declare that the material contained in this paper is the end result of my own hard work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electrical or personal.

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CHAPTER 1: INTRODUCTION

1.0 Background of study

Over the last few years, technology has brought many changes in the lives of the people of the world. In other words, we can say that the Internet is governing everyone today. Internet is widely used from children to seniors for many different purposes. Today, we can do everything in our fingertips. Internet has so many functions that we can do anything from wherever we are. Lives are made easier with internet from paying bills online, having virtual meets, entertaining ourselves to even accessing to any information just with the assistance of the internet. In a research by Rayan et al. (2016, p. 121), internet is said to help students in keeping themselves updated, help them in solving problems, help them in their studies as well as help in making friends.

Internet does not come alone; social media is one of the most famous websites or apps in the Internet. The level of social media use is constantly growing (Anwas et al.,2020). Almost half of the people of the world are using social media (“Number of social media users worldwide,” n.d.). Social media has various usage according to what we look for in it (Anwas et al., 2020). Social media keeps advancing according to the needs of the people. Social media was first introduced in 1995 which was named Classmates.com and SixDegrees.com in 1997 (Dhingra & Mudgal, 2019). After those were introduced, this field elevated very quickly and many social media websites were introduced such as Friendster, Twitter, Facebook, Instagram and many more to name. Social media, too, has its very distinguishing benefits. Ultimately, it is a tool that is used to derive information, to communicate with friends and family, to promote business and a lot more. Social media also serve roles as communicative channels, engagement tools as well as collaborative tools in education as a whole (Faizi, El Afia, & Chiheb, 2013).

The current language teaching and learning has incorporated parts of technology into it. This is due to the advancement of millennials who are very much into technology (Rusli, Hashim, Md Yunus, Zakaria, & Norman, 2019). However, the part it plays is extremely small. The current education system focuses more to what happens in the classroom only. Priorities are given to textbooks, exercises, in-class activities and homework. The Malaysian government has spent a good sum of money to raise the standard of ICT facilities in schools around Malaysia (Mohamad, Ghazali, & Hashim, 2018). Be that as it may, in a research by Zaiti Zainal and Zaidah Zainuddin (2020), there are certain internal factors that affects the effectiveness of incorporating technology in teaching and learning which are competence of the teacher in Information and Communication Technologies (ICT), beliefs in teaching and learning as well as ways of teaching.

Social media is one major part of the internet technology. Learning through social media can improve the ability of students' performance in classroom. According to a research by Anwas et al. (2020), social media is said to be a platform to make use of English. This will make teaching and learning advance to another step higher. There are many advantages in using social media as a part of learning. One of the vital advantage of social media in learning is that it promotes learning and usage of English outside of classroom. According to Popescu & Badea (2020), learning presence is high in Twitter since it is a platform for discussion. Teachers can use social media to complement their teaching learning activity. Looking at how intense the world is moving through advancement, learning a language few hours a week is never sufficient. Hence, language learning should be encouraged anywhere and anytime and should be adjustable according to our needs. Besides, social media platforms also allow students to learn through obtaining and collecting information to facilitate their learning (Anankulladetch,2017). Therefore, this study aims to find out the impact of social media on

secondary school students' English Language performance in Malaysia. The social media that will be used in this study is Facebook and Twitter.

On the other hand, gender differences play an important role in everything we carry out. Similarly, gender differences do play a vital role in English Language learning as well as teaching. It is beneficial that gender differences are being compared in how boys and girls perform after being exposed to social media because man and women are considered to vary in educational and occupational results (Mahmud & Nur, 2018). In a research by Mahmud and Nur (2018), there are distinct gender differences in English Language teaching and learning strategies, females tend to use more strategies to ease their learning than males. In a research by Bećirović (2017), it is said that females are more responsive towards understanding a passage which comes with different emotions such as happiness and sadness or melancholy while males are better comprehensive at aggressive contents than females. In another research by Kao, Chen, and Craigie (2017), it is said that men portray that they are more confident, independent and bold while women tend to be very expressive in their emotions.

Moreover, there are also significant differences in the usage of social media between both, man and woman. Males and females use social media in contrary. Studies have proven that females spend longer time on social media than males (Twenge & Martin, 2020). Engagement between friends and feedback seeking are more likely to be identified in females than in males (Twenge & Martin, 2020). Through this, we can see that gender differences play a distinctive role in our everyday lives. Hence, this study also aims to study the differences in the impact of social media on males and females among secondary school students' in Malaysia.

1.1 Statement of problem

One of the main shortcomings of the previous studies is that the lack of researches that has been done in Malaysia (Sijali & Laksamba, 2018), (Vanek, King & Bigelow, 2018), (Anwas et al., 2020). There are differences in the culture, method of teaching and learning in various countries. The impact or result of a research will not be the same everywhere. Hence, this research is proposed to be carry out in the Malaysian context.

Based on the research by Sijali & Laksamba (2018), the researchers only focused on one language skill which is listening skill. Despite the fact that there were significant differences in the results of those who were exposed to Facebook compared to those who were not, it is not sufficient since the researchers only focused on listening skills. Being exposed to social medias which allows everyone to put out their thoughts, writing skills should have been focused. Hence, this research will monitor the reading and writing skills of students before and after being exposed to social media compared to those who are not exposed to social media.

In the same research by Sijali & Laksamba (2018), they focused on only one level of student which was Grade 11 who are around the age of 15 and 16 years old. It is important to include participants from few levels to argue if social media is really effective for English Language Learning. It is better to include younger participants from lower secondary to find out if social media is truly reliable for English Language Learning. Since students from lower secondary are just evolving from primary to secondary schools, they might be overwhelmed when they are asked to be independent in learning via social media. Hence, it is necessary we include students from all levels of secondary school.

Moreover, it was also found that the researchers only focused on one social media, which was Facebook (Vanek, King, & Bigelow, 2018). We are aware that there are many other social medias that can contribute to English Language Learning such as Twitter and Pinterest.

There are many profiles and pages in various social media which promotes learning. For example, a profile - “@learnenglish”, it helps people who learn English as a second language to learn English better. Social medias are becoming more educational-based where we can study if each social media platform is also contributing to a positive outcome or otherwise.

Thus, all these gaps and issues that revolves around this particular topic has brought the interest in studying it. A new scope of this research is also being researched where it is to find out whether there are any differences in the impact of male and female secondary school students’ performance in English Language when social media is used.

1.2 Aims of study

The purpose of this study is to investigate the relationship between social media and English Language performance of secondary school students in Malaysia. Firstly, this study is to determine either social media impacts the performance of secondary school students’ in English Language positively or negatively. Next, this study is also to find out if there are any differences in the impact social media has in the English Language performances of male and female students. As a whole, the findings may benefit students and teachers in advancing the teaching and learning process in the near future. This study will give insights towards social media in education for many parties such as students, parents, teachers and institutions such as schools and education ministries.

1.3 Research Objectives

- i. To obtain a better understanding of how social media impacts the performance of secondary school students' in English Language in Malaysia.
- ii. To study the differences in the impact of social media on males and females among secondary students' English Language Performance in Malaysia.

1.4 Research Questions

- i. What are impacts of social media towards secondary school students' English Language performance?
- ii. How do male and female compare in the impact of social media on secondary students' English Language Performance in Malaysia?

1.5 Significance of study

This study will serve as a reference to teachers in understanding how social media can contribute to English Language performance in classrooms. Teachers can change their perception and beliefs on how technology can help in English Language performances. On the other hand, students will be able to know how social media can supplement their English Language learning. This study will also contribute to new knowledge where it focuses on language learning outside of classroom. Besides, this study also contributes to the National Education Policy in terms of ICT in education as well. According to Ministry of Education Malaysia (2019), it has a few measures to undertake which is to enhance the use of digital technology for both students and teachers in its education system. Therefore, this study will play a role as a guide and a proof to the ministry as well to promote teaching and learning effectively via social media.

1.6 Definition of terms

1.6.1 Social Media

Social media is a group of Internet-based sites that permits users to create and share contents over the internet (Dhingra & Mudgal, 2019).

1.6.2 Impact

Impact is defined as to have an influence on something (“Cambridge English Dictionary: Meanings & Definitions,” 2021).

1.6.3 Performance

Performance is how well a person does a piece of work or an activity (“Cambridge English Dictionary: Meanings & Definitions,” 2021).

1.6.4 Internet

Internet is a large system connected computers around the world that allows people to share information and communicate with each other (“Cambridge English Dictionary: Meanings & Definitions,” 2021).

1.6.5 Gender

Gender is the physical or social condition of being a male or a female (“Cambridge English Dictionary: Meanings & Definitions,” 2021).

1.7 Limitations of study

One of the limitation of this research is that this study is limited to students in one particular area. Hence, the exposure to social media of the participants will be more or less the same since they come from similar background or surroundings. For example, if the participants are from a rural area, they might not have the facility to use social media in their daily lives. Unlike those from city area, social media is already part of their lives for today. Therefore, this would affect the results of this study.

Another limitation in this research is the pandemic outbreak that caused a lot of stagnancies in the world. This has caused the methodology of this study to be carried through online platforms. This is due to the standard operating procedures where gathering of large crowds are forbidden. Schools are operating via online platforms. As a result, the researcher will not be able to track directly the progress of the participants.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

Throughout this section, concepts and ideas related to the topic of this study will be reviewed and discussed. The first subtopic is English Language in Malaysia followed by integration of technology in Malaysian schools, gender differences in learning and past studies.

2.1 English Language in Malaysia

English was never included as one of the many languages in Malaysia, it was and is referred to as a second language only (Thirusanku & Md Yunus, 2014). According to Thirusanku and Md Yunus (2014), Malaysia was ranked as one of the countries with high proficiency despite English not being the native language of the country. It is argued that Bahasa Malaysia, the National Language has dominated the usage of English Language among learners (Che Musa, Koo, & Azman, 2012). This has resulted in incorrect usages in English Language. Although in general Malaysia is a country with high proficiency in English, there are certain issues which results in poor acquisition of English Language.

There was a policy introduced which was called “To Uphold Bahasa and to Strengthen the English Language” (MBMMBI) in 2012 (Thirusanku & Md Yunus, 2014). One of the aims of this policy is to deepen the level of English Language proficiency in Malaysia. English Language has been a compulsory language in the Malaysian education system both in primary and secondary schools for years now. Malaysians have been giving due importance to learning English over the years. Despite that, the number of hours spent in classroom for learning English Language is insufficient where it can only help students in “passing” (Iber, 2016). In a research by Thirusanku & Md Yunus (2014), it is proven that British Council has reported that Malaysians have enrolled themselves for evening English classes. This is because of the emergence of English Language as a necessity at work. Adding on to that, in an article by New

Straits Times, it is said that English is needed to avoid unemployment (“Unemployed because they can't speak English,” 2016).

Although English is always referred as a Second Language in Malaysia, the significance of the language is known by many. Leaders of Malaysia then have given enough emphasis on English Language which has resulted that English Language still play a vital role in lives of Malaysia in the national as well as international level. Hence, it is evident that English Language is an influential language in Malaysia.

2.2 Integration of Technology in Malaysian Schools

In Malaysia, technology is incorporated in the education system as a whole. In a research by Ebrahimi and Yeo (2013), the results of the study has presented that 76% of schools, 57% of teachers and 72% of students in Malaysia use ICT for education. This shows more than half of the teachers and learner in the education line are inclined to technology. Most schools are equipped with computer labs for the usage of the students. A good sum of money has been funded and used in improving ICT facilities in Malaysian schools by the government (Mohamad, Ghazali, & Hashim, 2018). Schools today are mostly completely equipped with computers, WiFi connection and LCD projectors. In the early days, during the time where the integration of technology was still brand new, courseware and software were provided to assist learning in Malaysian schools (Mohamad, Ghazali, & Hashim, 2018). Since the Malaysian government has invested so much in upgrading the ICT facilities in schools, teachers are required to be experienced and trained so that they will be able to incorporate technology into the teaching and learning process (Termit & Ganisha, 2014). Education majors are exposed to ways how to incorporate technology while they are doing their undergraduate studies itself. Specific subjects such as educational technology is being taught in universities to make sure future teachers are qualified and supplied with all necessary equipment.

2.2.1 E-learning

The current pandemic outbreak has caused a major transition where classrooms has switched from traditional learning to e-learning in a sudden and short period of time. E-learning is when education is carried out through the Internet (Nedeva & Dimova, 2010). All face to face classes has to be stopped due to the lockdown which happened in a very short notice. There was no other choice to continue the education system. Hence, all teaching and learning went online. However, technology has also proved that we could redefine the term face to face since through digital tools we are able to have two-way audio and video for teaching and learning (Nedeva & Dimova, 2010). Computer Assisted Language Learning can enhance language acquisition (Escobar Fandiño & Silva Velandia, 2020). This is because it uses various tools of the internet which helps in students' learning. E-learning also focuses on all types of language skills altogether (Escobar Fandiño & Silva Velandia, 2020). This happens when students speak, listen read and write to interact with their tutor or classmates. Hence, this does improve the language proficiency of students even via e-learning. E-learning, too, is capable of producing e-learners who are self-governed, able to sort things out independently which lacks in non-e-learners (Coryell & Chlup, 2007). E-learning can take place via various platforms that are available online. There are social media websites such as Twitter, Facebook and Instagram. There are also sites such as Quizizz, Quizlet and Kahoot which promotes E-learning.

2.2.2 Social media in Language Learning

The advancement of the current technology has brought forward the need of learning through the Internet. We are aware that the Internet provides various useful information and resources that caters to every age group. Hence, it is also possible to learn English through Internet platforms. According to Derakhshan and Hasanabbasi (2015), all the four language skills which

are speaking, listening, reading and writing can be promoted with the use of social media. Social media platforms like Facebook, WhatsApp and Twitter are platforms which students can use to learn writing skills as they type messages, listening skills when they watch a video, reading skills as they read attachments or pictures as well as speaking skills when they send out audio messages. Through this, they indirectly sharpen both the receptive and productive skills. Based on a research by Abbasova (2016), the positive effect of social media usage in students have can be seen through the improvement in their vocabulary and pronunciation. Social media helps students to directly connect with people from different walks of lives. Interaction with native speakers helps students to participate in real-life meaning making (Zainal & Rahmat,2020). These helps students to stay motivated to learn English as they will be exposed to new things daily unlike the traditional approach where they face the same materials for a period of time. Hence, social media has its positive impacts towards English Language learning.

2.3 Gender differences in learning.

It is extremely evident that males and females have differences in various aspects – physically, mentally and emotionally. Similarly, there are gender differences in the way they learn. Females moves towards to concrete experience learning while males are more towards conceptualization (Kulturel-Konak, D’Allegro, & Dickinson, 2011). This means that women are more to participatory or first-hand learning. On the other hand, men use cognition in learning. In another research by Driessen and van Langen (2013), the results presented proved that female do better in language and reading meanwhile male do better in mathematics and science. However, they also being argued in the same research that the differences are relatively small. Female students tend to use more language learning strategies than male students (Ho & Ng, 2016). Females tend to outperform male in learning as a whole. This shows that both genders have slight variance in learning.

2.4 Past studies

In this section of the research, the literatures related to this study which is impacts of social media towards secondary school students' English language performance were widely explored.

Firstly, a research was conducted by quantitative method to find out if social media usage enhances English language skills (Anwas et al.,2020). The study was carried out among 185 upper secondary school students in Indonesia. The data was collected via questionnaires. This study focused on the relationship between the level of students' usage of English social media content with the students' English language skill awareness. All four skills were taken into account and assessed on the basis of individual students. In this research by Anwas et al (2020), the social media that were included are Line, WhatsApp, Instagram, Twitter, Snapchat and Ask.fm. The result of this study shows that there is a remarkable relationship between the variables. It is proven that when a student's intensity of social media usage is high, the proficiency level will also be high. Hence, it can conclude that the intensity of social media usage is directly proportionate to the proficiency of the student's language skill (Anwas et al, 2020).

In another research, the study was conducted to know if ESL student's learning performance can be impacted by social networking in Central California (Anankulladetch, 2017). The students in the school were from 28 different countries. There were a total number of 37 students who took part in this experiment which comprised of 12 males and 25 females. The experiment was carried out quantitatively where it consisted of two groups – control and treatment. In this research by Anankulladetch (2017), the control group were those who did not have to do anything differently while the treatment group were exposed to a 4-week blogging session online. Both the groups took a pre-test and post-test after fulfilling the 4-week online

blogging. The results were taken by analysing the differences in the pre-test and post-test for both the groups. It is presented that the treatment group has shown significant scored higher than the control group in the difference from pre-test to post-test. Therefore, the study confirmed that blogging has positive impacts on enhancing students' English language performance.

Thirdly, a research by Sijali and Laksamba (2018) was carried out to study the effectiveness of Facebook-integrated instructions in enhancing listening ability in schools in Nepal. There were 60 students from grade eleven from a secondary school in Nepal participated in this study. They were then divided into 30 pairs and in each pair, there was a participant put into the experimental and control group. The experimental group were guided through a Facebook group. Since the focus was on listening skills, videos and audios were uploaded in the group as the teaching material. Activities were later given for participants to discuss and post their answers in the comment box. On the other hand, the control group was guided through traditional learning. This experiment took place for a month where one hour of teaching learning happens every day (Sijali & Laksamba, 2018). Pre-test and post-test were used to collect the data for this study. The end result of the study proved that the experimental group performed better than the control group with a notable difference.

In a nutshell, these literatures have explored in the topic of this study. Therefore, based on the findings, the researcher will use this as a guide to carry out this study.

CHAPTER 3: METHODOLOGY

3.0 Introduction

This chapter explores on the methods and procedures how this research will be conducted. This chapter comprises of a few subtopics which are research design, conceptual framework of research, research instruments, sampling, research process, data collection and data analysis.

3.1 Research Design

In this research, the quantitative method will be implemented. According to Apuke (2017), research that uses quantitative method focuses more on measuring quantity and examining the variables to perceive a proper outcome of the study. Both the objectives of this research will be answered through this particular method. A pre-test and post-test will be carried out to analyse the variables in this research. This method is very much reliable as it depends on testing the theory and thesis and it does not rely on assumptions of the researcher (Daniel, 2016). This research design presents real life data that is got directly from the participants. Pre-test and post-test are developed differently in various settings. According to Sanders (2019), there are four types of assessment designs which are Oral Administration, Group or Individual, Paper-Pencil Versus Computer and Computer-Adaptive Testing (CAT). In this study, three formats of assessments will be adapted which are oral administration, individual and group as well as paper-pencil testing. This is because the reading test should happen one-to-one while the writing test can happen for all the participants concurrently. The reading test is to be carried out verbally which comes under oral administration while the written test will be a paper-pencil test where students use the traditional way of assessment and not computerised. The scores or evaluating method for pre-test and post-test are in most cases either norm-referenced or criterion-referenced (Sanders, 2019). In this research, criterion-referenced evaluation will be used. A rubric will be created based all the criteria that needs to be evaluated in both the tests.

This is an easy method to trace the progress of the participants (Sanders, 2019). Hence, the design of this research will produce in-depth and reliable data on the topic of the study.

3.2 Conceptual framework of research

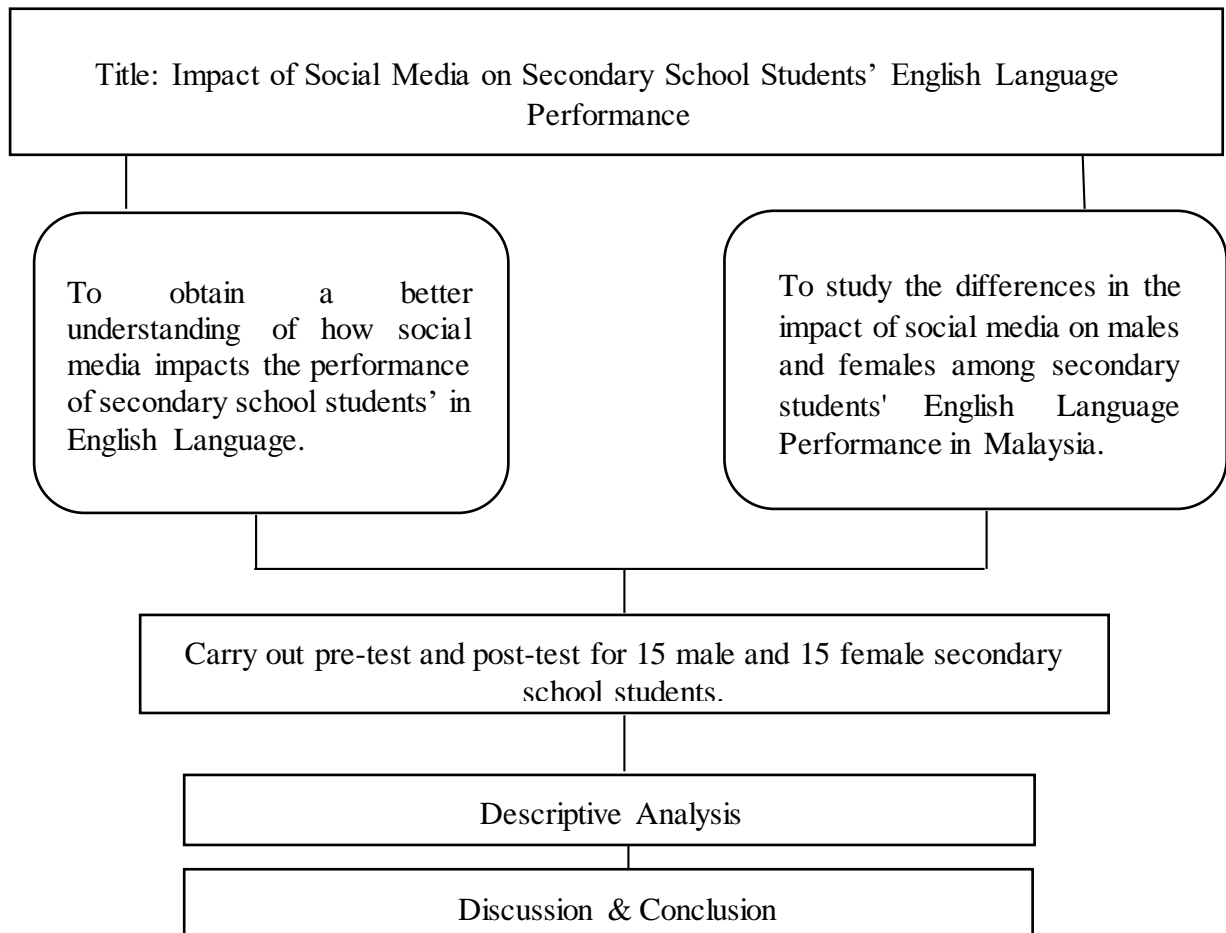


Figure 1.0 The conceptual framework of this research

3.3 Research Instruments

Research instruments are used to gather data in a research. The research instruments that will be employed in this research is the experimental research design which includes pre-test and post-test for control and treatment groups.

3.3.1 Pre-test & Post-test

The participants will be given a pre-test before the intervention period to identify the level of the performance of the students at the beginning of the research. Since this research focuses on two skills which are reading and writing, participants will be tested on both the skills during the pre-test.

Firstly, in the pre-test, a reading passage will be given to the participants. Participants will be asked to read the passage aloud in the supervision of the researcher. The participant will be evaluated based on a few criteria which are pronunciation, fluency, tone and vocabulary. The researcher will assess the pronunciation, fluency and tone while the participants reads. The vocabulary will be tested in such a way that after the reading is done two difficult words will be identified and the definition will be asked verbally to every participant. As for the writing skill, the participants are expected to write an essay on a given topic in a range of 200 to 300 words. The researcher then marks the essay according to the rubric provided. The rubric will focus on grammar, punctuation, vocabulary, content as well as organization.

In the post-test, both the reading and writing skills will be assessed. The process repeats as how it is done during the pre-test. The same passage and essay will be used to assess the participants again with the criteria and rubrics provided. This is because it gives more meaningful results to make comparison of the progress of the participants. The usage of the same set of questions are more reliable as they portray the knowledge obtained (Coursera, n.d.). Hence, after the post-test, the results will be tabulated and analysed.

3.4 Sampling

The sampling technique that will be apt for this research is stratified random sampling. The population is divided into strata or also known as subgroups and a random sample is taken from each subgroup in stratified random sampling (Taherdoost, 2016). In this research, a secondary school will be the population while the subgroups will be the age and gender.

According to Figure 1 in 3.2, a total of 30 secondary school students will be chosen to participate in this study. Out of the 30, 15 will be male and the other 15 will be female participants. Among the 5 forms in a secondary school, only 3 forms will be chosen which are form 1, form 2 and form 4. There will be 10 participants from each form with equal amount of male and female. The sample will be chosen at random based on the subgroups identified.

3.5 Research process

The first step in this research is to choose the participants via stratified random sampling method. After identifying the participants, consent form is shared with them. It has clear instructions and information about the research. Then, the pre-test will take place as stated in 3.3.1. After tabulating the data of the pre-test, the researcher will divide the participants into two groups - control and treatment. Participants in the control group will continue traditional classroom learning as usual while the treatment group will be exposed to Facebook and Twitter for advance learning. Guidance will be provided for those who are not familiar with social media. The researcher will also supply the treatment group with information that is available online for learning English. The intervention will take place for 10 weeks before the post-test is given. Once the post-test is completed, the researcher tabulates the data to compare and analyse to come up with a conclusion.

3.6 Data collection

The data collection for this research will be collected through experiments. True experiment will be conducted which consists of pre-test and post-test. The tests consist of two parts which assesses reading and writing skills. The reading skills will be tested by asking participants to read passages and rubrics will be provided for evaluation. On the other hand, the writing skills will be tested through an open-ended question. Another rubric will be created for the evaluation of the writing skill. Once both the pre-test and post-test is completed, the researcher will tabulate the data to be compared and analysed. Therefore, it is evident that only quantitative method will be used in this research.

3.7 Data analysis

The data will be tabulated in Microsoft Excel to compare the scores of each participant from pre-test to post-test. Descriptive analysis will be used to give a simple description about the data collected. Since there are many factors to be taken into account in a research, descriptive analysis or statistics is used to break data into simplest forms possible. This will allow the researcher to present a clear comparison if there are significant changes in the English Language performances of the control and treatment group. A simple statistical analysis which includes mean and difference will be presented in order to find out the outcome of this study and if the objective is achieved.

CHAPTER 4: RESULTS AND FINDINGS

4.0 Introduction

This chapter draws attention to the results and findings of this research. This chapter will describe in depth regarding the data collected in the six weeks of experiment.

Data that has been collected from the pre-test and post-test has been compiled and tabulated. Descriptive analysis is given as a guide to understand the results in a more simpler form. The differences and comparison are also given to show the impact of social media in the participants' English Language performances. To reiterate the research questions to guide this research are as follows:

- i. What are impacts of social media towards secondary school students' English Language performance?
- ii. How do male and female compare in the impact of social media on secondary students' English Language Performance in Malaysia?

4.1 Demographic Analysis

In order to carry out a research, it is necessary for the researcher to analyse the demographic characteristics of the participants. The demographic information included basic details of each participants. A google form was sent to a population in order to get a proper sample. The basic information that was required in the google form were name, age, gender and level of education. In addition to that, a few questions that was needed in order to compliment the research was asked. The questions were if the participants own a smartphone and a social media account as well as the medium of English lessons given in their schools. A total of 20 participants were chosen according to the responses.

Age \ Gender	14 years old	16 years old
Male	5 participants	5 participants
Female	5 participants	5 participants

Table 1.0 Participants

According to table 1.0, it is evident that an equal number of participants were chosen from both the age group. There were same number of male and female participants which comes to a total of 10 participants from both age group.

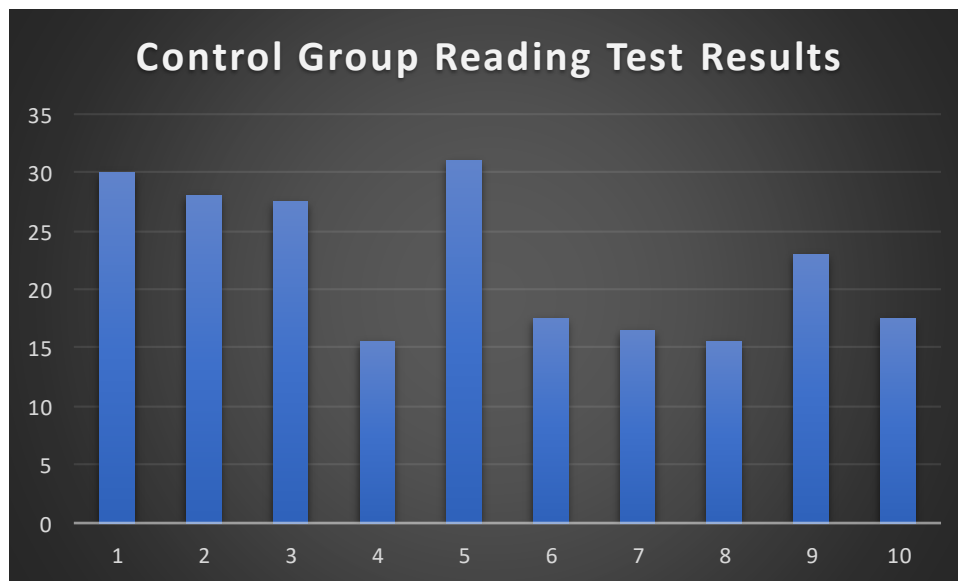
4.2 Pre-test Results

This sub-topic will present the data for the pre-test results for the reading and writing test from the two evaluators for both the control and treatment group. Later, the average results of the participants from both the evaluators will be calculated and shown. The reading and writing test was evaluated based on a few criteria as stated in chapter three of this study. The reading test consists of a total of 40 marks while the writing test consists of 50 marks respectively.

4.2.1 Pre-test Results of Control Group's Reading Test

Control Group Participants	Age	Gender	Evaluator 1 (Out of 40 marks)	Evaluator 2 (Out of 40 marks)
Participant 1	16	Female	30	30
Participant 2	16	Female	29	27
Participant 3	16	Female	28	27
Participant 4	16	Male	16	15
Participant 5	16	Male	31	31
Participant 6	14	Male	16	19
Participant 7	14	Male	16	17
Participant 8	14	Female	16	15
Participant 9	14	Female	24	22
Participant 10	14	Female	17	18

Table 2.0 Control group's reading test results.



Graph 1.0 Average reading test marks of control group.

Table 2.0 shows the results obtained by the participants from the controlled group. There were 10 participants in the control group which consists of 2 males and 3 males from both the age group respectively. As a whole, there were 6 female and 4 males in the control group.

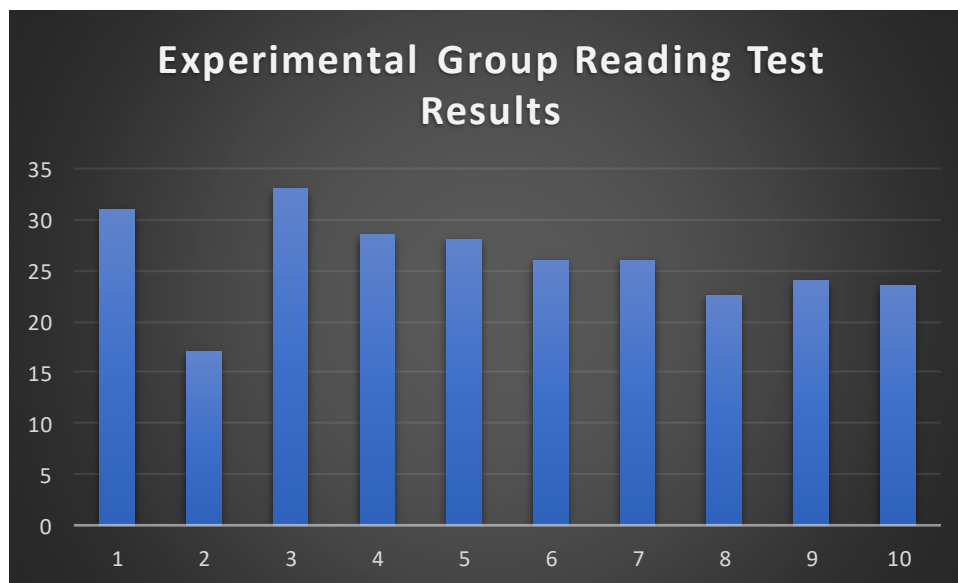
According to graph 1.0, the data shows the average marks derived from the results of evaluator 1 and 2. The x-axis refers to participant one to ten from the control group based on

table 1.0. On the other hand, the y-axis refers to the average marks that the participants obtained. The total marks for the reading test was 40. However, the highest mark obtained was only 31 for the pre-test in the control group while the lowest mark obtained was 15.5.

4.2.2 Pre-test Results of Experimental Group's Reading Test

Experimental Group Participants	Age	Gender	Evaluator 1 (Out of 40 marks)	Evaluator 2 (Out of 40 marks)
Participant 1	16	Female	32	30
Participant 2	16	Female	16	18
Participant 3	16	Male	34	32
Participant 4	16	Male	30	27
Participant 5	16	Male	27	29
Participant 6	14	Male	27	25
Participant 7	14	Male	25	27
Participant 8	14	Male	24	21
Participant 9	14	Female	24	24
Participant 10	14	Female	23	24

Table 3.0 Experimental group reading test results.



Graph 2.0 Average reading test marks of experimental group.

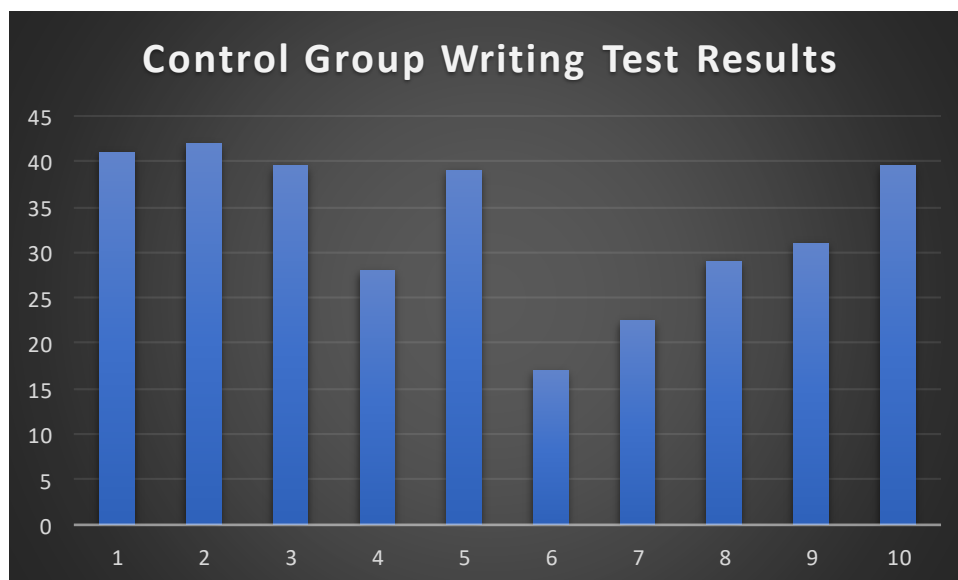
Table 3.0 depicts the results gained by the participants from the experimental group. There are 2 females and 3 males from each age group respectively. In total, there are 4 females and 6 males which equals to 10 participants in the experimental as a whole.

According to graph 2.0, the average marks of each participants from both the evaluators has been presented. The x-axis refers to the participants as stated in table 3.0 while the y-axis are the average marks obtained by the participants. The highest marks obtained by the participants in control group is 33 out of 40 marks while the lowest is 17 marks.

4.2.3 Pre-test Results of Control Group's Writing Test

Control Group Participants	Age	Gender	Evaluator 1 (Out of 50 marks)	Evaluator 2 (Out of 50 marks)
Participant 1	16	Female	41	41
Participant 2	16	Female	43	41
Participant 3	16	Female	39	40
Participant 4	16	Male	29	27
Participant 5	16	Male	38	40
Participant 6	14	Male	18	16
Participant 7	14	Male	23	22
Participant 8	14	Female	29	29
Participant 9	14	Female	30	32
Participant 10	14	Female	41	38

Table 4.0 Control group's writing test result.



Graph 3.0 Average writing test marks of control group.

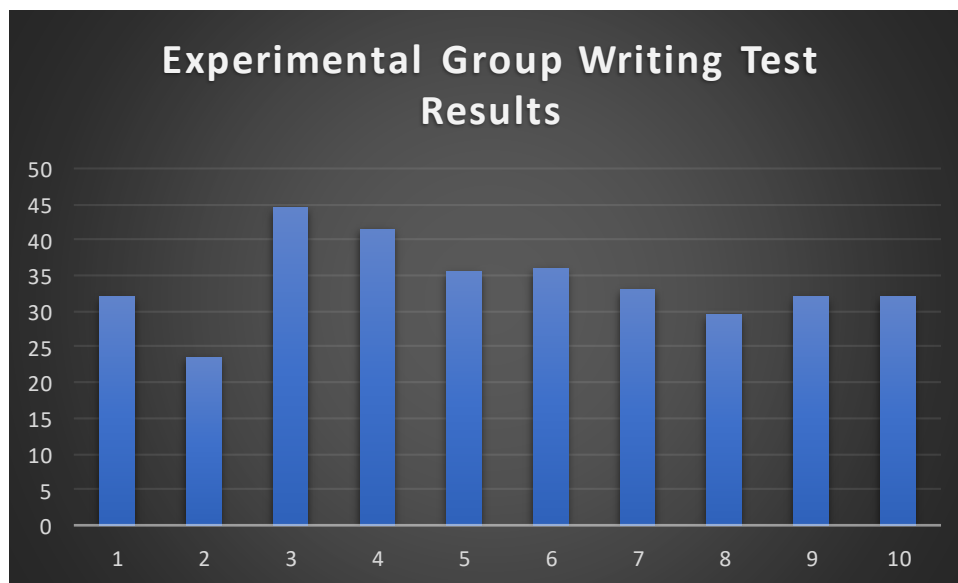
Table 4.0 portrays shows the marks of the writing test that has been evaluated by both the evaluators. The evaluation is based on a few criteria which comes up to a sum of 50 marks.

Graph 3.0 on the other hand shows the average marks that the participants in the control group got. The highest mark that has been received for the writing test among the control group participants is 42 over 50 while the lowest is 17 marks.

4.2.4 Pre-test Results of Experimental Group's Writing Test

Experimental Group Participants	Age	Gender	Evaluator 1 (Out of 50 marks)	Evaluator 2 (Out of 50 marks)
Participant 1	16	Female	32	32
Participant 2	16	Female	23	24
Participant 3	16	Male	46	43
Participant 4	16	Male	41	42
Participant 5	16	Male	34	37
Participant 6	14	Male	37	35
Participant 7	14	Male	33	33
Participant 8	14	Male	30	29
Participant 9	14	Female	32	32
Participant 10	14	Female	34	30

Table 5.0 Experimental group's writing test result.



Graph 4.0 Average writing test marks of experimental group.

Table 5.0 depicts the marks given by the evaluators for the writing test for the participants of the experimental group.

According to graph 4.0, we can observe that the average marks given for the writing test of experimental group. The highest mark among the experimental group participants is 44.5 over 50 while the lowest is 23.5 marks.

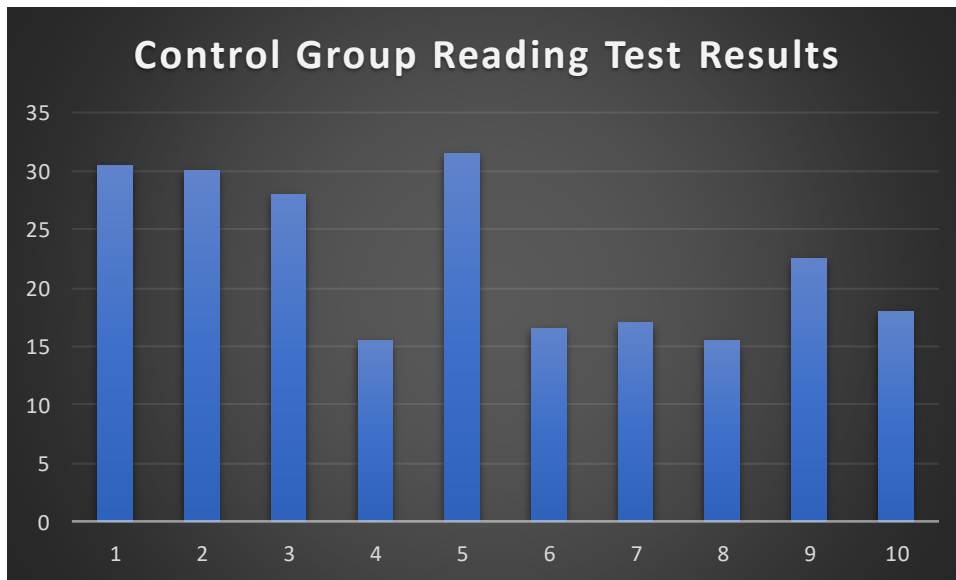
4.3 Post-test Results

This sub-topic presents the data and findings of the post-test carried out for the control and experimental group after 4 weeks of intervention period where the experimental group was exposed to social media as well online school lessons while the control group were just going through online school lessons.

4.3.1 Post-test Results of Control Group's Reading Test

Control Group Participants	Age	Gender	Evaluator 1 (Out of 40 marks)	Evaluator 2 (Out of 40 marks)
Participant 1	16	Female	31	30
Participant 2	16	Female	30	30
Participant 3	16	Female	28	28
Participant 4	16	Male	16	15
Participant 5	16	Male	32	31
Participant 6	14	Male	16	17
Participant 7	14	Male	18	16
Participant 8	14	Female	16	15
Participant 9	14	Female	23	22
Participant 10	14	Female	17	19

Table 6.0 Control group's reading test results.



Graph 5.0 Average reading test marks of control group.

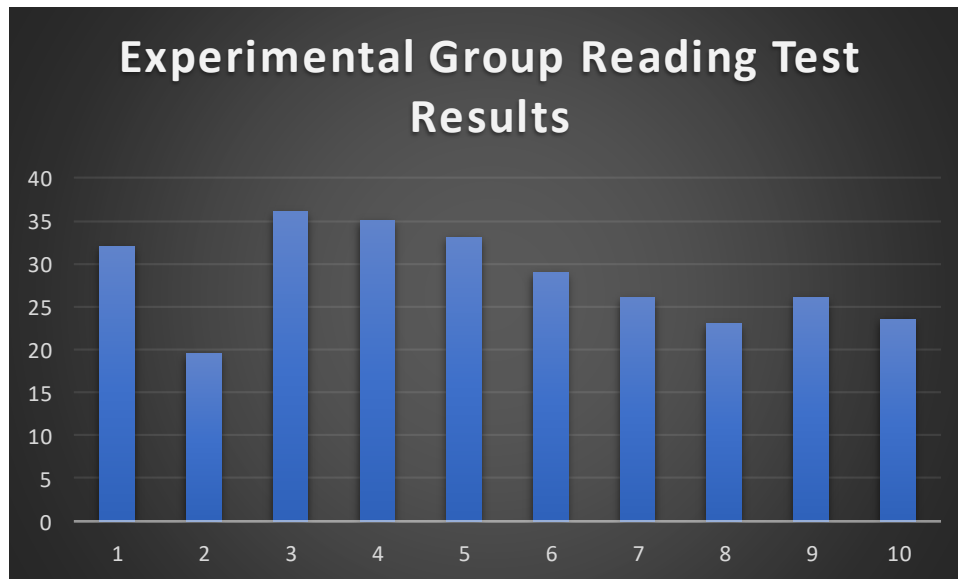
Table 6.0 presents the reading test results that was evaluated during the post-test. It was carried out after the four weeks of intervention period to see if there were significant differences in the participant's reading.

In graph 5.0, we can observe the average marks of each participants in the x-axis as well as the average marks obtained in the y-axis. The highest marks obtained is 31.5 marks while the lowest is 15.5 marks.

4.3.2 Post-test Results of Experimental Group's Reading Test

Experimental Group Participants	Age	Gender	Evaluator 1 (Out of 40 marks)	Evaluator 2 (Out of 40 marks)
Participant 1	16	Female	32	32
Participant 2	16	Female	19	20
Participant 3	16	Male	35	37
Participant 4	16	Male	35	35
Participant 5	16	Male	32	34
Participant 6	14	Male	28	30
Participant 7	14	Male	26	26
Participant 8	14	Male	24	22
Participant 9	14	Female	25	27
Participant 10	14	Female	23	24

Table 7.0 Experimental group's reading test results.



Graph 6.0 Average reading test marks of experimental group.

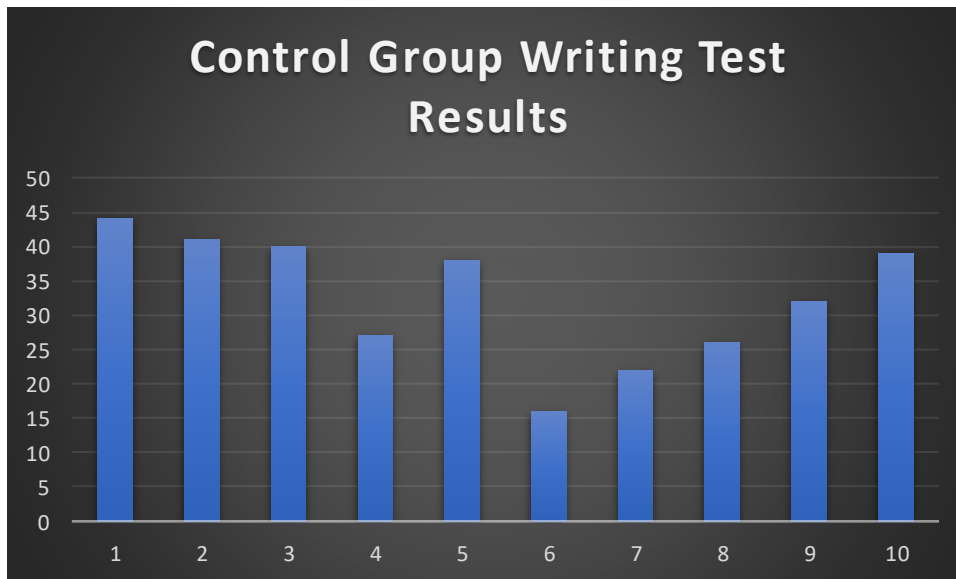
According to Table 7.0, it is evident that the reading test evaluation for experimental group during post-test has taken place.

Graph 6.0 shows the average marks given by both the evaluators. The x-axis portrays the number of participants while the y-axis shows the marks they have obtained out of the total 40 marks. The highest marks obtained for the reading test in the experimental group is 36 marks while the lowest is 19.5 marks out of 40.

4.3.3 Post-test Results of Control Group's Writing Test

Control Group Participants	Age	Gender	Evaluator 1 (Out of 50 marks)	Evaluator 2 (Out of 50 marks)
Participant 1	16	Female	45	43
Participant 2	16	Female	41	41
Participant 3	16	Female	40	40
Participant 4	16	Male	27	27
Participant 5	16	Male	39	37
Participant 6	14	Male	17	15
Participant 7	14	Male	22	22
Participant 8	14	Female	27	25
Participant 9	14	Female	31	33
Participant 10	14	Female	40	38

Table 8.0 Control group's writing test results.



Graph 7.0 Average writing test marks of control group.

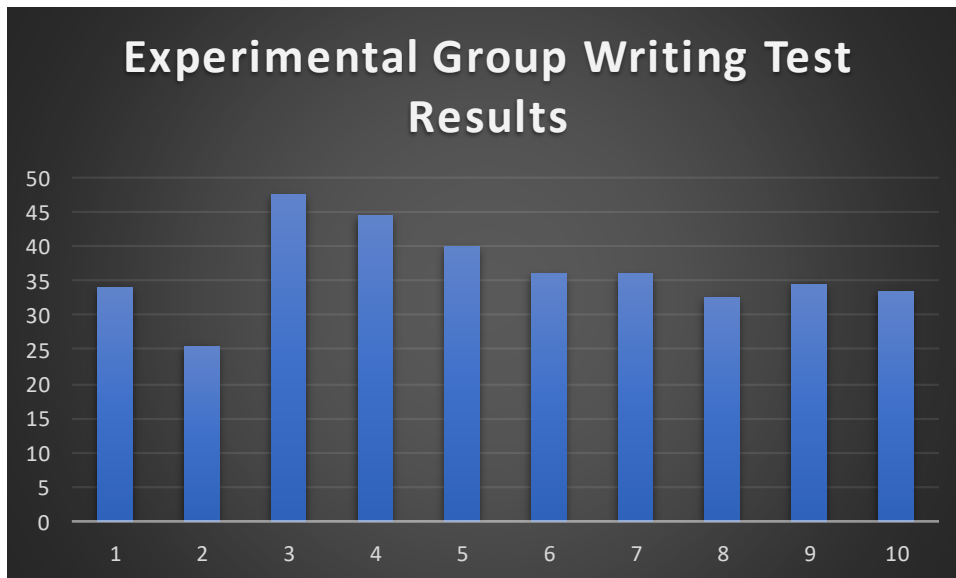
Table 8.0 depicts the marks given by both the evaluators for the writing test during the post-test for the control group.

Graph 7.0 on the other hand shows the average marks given to participants for their writing test during post-test out of 50 marks. It is evident that the highest marks obtained based on the graph above is 44 marks and the lowest is 16 marks out of the total.

4.3.4 Post-test Results of Experimental Group's Writing Test

Experimental Group Participants	Age	Gender	Evaluator 1 (Out of 50 marks)	Evaluator 2 (Out of 50 marks)
Participant 1	16	Female	34	34
Participant 2	16	Female	26	25
Participant 3	16	Male	48	47
Participant 4	16	Male	45	44
Participant 5	16	Male	41	39
Participant 6	14	Male	36	36
Participant 7	14	Male	37	35
Participant 8	14	Male	33	32
Participant 9	14	Female	34	35
Participant 10	14	Female	35	32

Table 9.0 Experimental group's writing test results.



Graph 8.0 Average writing test marks of experimental group.

Table 9.0 presents the findings derived from the post-test from the experimental group's writing test.

Graph 8.0 shows the average writing test marks of experimental group where the marks is shown on the y-axis while the participants are on the x-axis. The highest marks obtained is 47.5 while the lowest is 25.5 out of the total of 50 marks.

4.4 Data Analysis

In this sub-topic, the differences between pre-test and post-test for both reading and writing test will be presented. The average marks of the tests are tabulated and the differences are calculated. A comparison will be shown in order to see if there are significant impact of social media in the participants' English Language performances.

4.4.1 Reading Test Marks Comparison

Control Group Participants	Gender	Average Pre-Test Marks	Average Post-Test Marks	Marks Difference
Participant 1	Female	30	30.5	>0.5
Participant 2	Female	28	30	>2
Participant 3	Female	27.5	28	>0.5
Participant 4	Male	15.5	15.5	No difference
Participant 5	Male	31	31.5	>0.5
Participant 6	Male	17.5	16.5	>1
Participant 7	Male	16.5	17	>0.5
Participant 8	Female	15.5	15.5	No difference
Participant 9	Female	23	22.5	<0.5
Participant 10	Female	17.5	18	>1

Table 10.0 Control group's reading test marks differences.

Experimental Group Participants	Gender	Average Pre-Test Marks	Average Post-Test Marks	Marks Difference
Participant 1	Female	31	32	>1
Participant 2	Female	17	19.5	>2.5
Participant 3	Male	33	36	>3
Participant 4	Male	28.5	35	>6.5
Participant 5	Male	28	33	>5
Participant 6	Male	26	29	>3
Participant 7	Male	26	26	No difference
Participant 8	Male	22.5	23	>0.5
Participant 9	Female	24	26	>2
Participant 10	Female	23.5	23.5	No difference

Table 11.0 Experimental group's reading test marks differences.

According to Table 10.0, it is evident that there is a mixture of increase, constant and decrease in the mark differences for the control group. Out of the 10 participants in the control group, there is slight increase for 7 participants which is from 0.5 to 2 marks. There are two participants with no change in their marks and one participant whose marks has decreased by 0.5.

On the other hand, Table 11.0 presents the mark differences for the reading test of the experimental group. It is obvious that there is no decrease in the marks of any participants. There are 8 participants whose marks have increased and 2 participants who did not have any difference in their marks.

4.4.2 Writing Test Marks Comparison

Control Group Participants	Gender	Average Pre-Test Marks	Average Post-Test Marks	Marks Difference
Participant 1	Female	41	44	>3
Participant 2	Female	42	41	<1
Participant 3	Female	39.5	40	>0.5
Participant 4	Male	28	27	<1
Participant 5	Male	39	38	<1
Participant 6	Male	17	16	>1
Participant 7	Male	22.5	22	<0.5
Participant 8	Female	29	26	>3
Participant 9	Female	31	32	>1
Participant 10	Female	39.5	39	<0.5

Table 12.0 Control group's writing test marks differences.

Experimental Group Participants	Gender	Average Pre-Test Marks	Average Post-Test Marks	Mark Difference
Participant 1	Female	32	34	>2
Participant 2	Female	23.5	25.5	>2
Participant 3	Male	44.5	47.5	>3
Participant 4	Male	41.5	44.5	>3
Participant 5	Male	35.5	40	>4.5
Participant 6	Male	36	36	No difference
Participant 7	Male	33	36	>3
Participant 8	Male	29.5	32.5	>3
Participant 9	Female	32	34.5	>2.5
Participant 10	Female	32	33.5	>1.5

Table 13.0 Experimental group's writing test marks differences.

According to Table 12.0, there is a combination of increase and decrease in the marks differences for the control group's writing test. There are 5 participants who have improved in the post-test while another 5 participants who deteriorated in their marks. The range of improvement are within 1 to 3 marks. The range of marks for the decreased marks are 0.5 to 1 mark.

According to Table 13.0, there is advancement in the mark differences for 9 participants and one participant with the same mark for both pre-test and post-test. The range of increase is from 1.5 mark to the maximum of 4.5 mark.

4.5 Summary

As a whole, according to the findings presented in this chapter, we can conclude that there is significant impact of social media towards the English Language Performance of secondary school students. This is because there are only improvement and some constancy in the marks of the group who were exposed to social media while there were decrease in some participants in the control group which shows the effectiveness of social media.

CHAPTER 5: DISCUSSION & CONCLUSION

5.0 Introduction

This chapter presents the research discussion, implication of the study, limitations of the research, recommendations and suggestions to carry out better researches in this area of research in the future. A conclusion of the whole of the complete research will be offered.

5.1 Discussion

According to Chapter 1.3 of this study, there were two research objectives presented. The first research question is to obtain a better understanding of how social media impacts the performance of secondary school students' in English Language in Malaysia while the other is to study the differences in the impact of social media on males and females among secondary students' English Language Performance in Malaysia. Based on the data collected and tabulated in Chapter 4, both the objectives have been achieved.

To analyse in-depth the first objective, it is obvious that there is a significant advancement in the experimental group. There is, of course improvement in the control group in the differences of their average marks. However, the differences in the experimental group is positive and high which was up to 6.5 marks in the reading test and 4.5 marks in the writing test. On the other hand, the highest increase in the differences of the control group is 2 marks for reading test and 3 marks for writing test. There is no decrease in marks for any in the experimental group but there are a few participants whose marks dropped in the post-test. This clearly shows the positive impact of social media in the English Language performance of the secondary school students. This research focused on two language skills which are reading and writing. It is clear that English Language skills can be improved with the use of social media as pointed out in a research by Derakhshan and Hasanabbasi (2015). It is said that through

Facebook, students will be able to improve their vocabularies through unplanned learning (Derakhshan and Hasanabbasi,2015). The results of this research have also proved that there is improvement in the reading and writing skills of the participants. According to the marks allocated for the participants, there is major improvement in the vocabulary aspect for both the reading and writing tests. Through reading and watching videos in Facebook and YouTube, social media users are exposed to new vocabularies that can be used in writing while on the other hand, the ability to recognize words are well-developed in reading. This assists the participants in using various words according to the format and theme of the write up as well as not stumbling over words which allows them to be effortless in their reading. Hence, this is how social media helps in brushing up writing skills.

As for the second objective, the results showed that the differences in the average marks in the control group was relatively small between males and females. The males in the control group only improved in their marks for the reading test while there were certain females whose marks dropped compared to the pre-test. For the writing test, there is a combination of increase and decrease in the mark differences of participants in the control group. On the other hand, for both the reading and writing tests in the experimental group, males showed higher marks differences in the improvement compared to females. The highest improvement of a female is 2.5 marks for the reading and writing test. As for males, the highest improvement in the reading test is 6.5 marks and 4.5 marks in the writing test. This shows that comparatively both males and females do improve with social media as a learning platform but males tend to outperform females in that matter.

The data collected and the analysis made is evident that social media does impact both male and female secondary school students positively and it does impact male and female differently where the male participants of this research have performed better in this study. The participants improved their language skills by using social media. This happened through the

posts they have read and the videos they watch in Facebook and YouTube. Advancement of vocabulary has impacted the participants in various ways as they were able to improve both the reading and writing skills.

5.2 Implications of Study

As stated in Chapter 2 of this research, social media has various benefits in education. Social media compliments the teaching and learning process. According to Zainal & Rahmat (2020), it is said that social media builds interest of students in English Language learning. Schools in general should incorporate social media as a part of teaching and learning process. This research would benefit many parties such as the Ministry of Education, schools, teachers, parents as well as students. This research clearly presents the first-hand data where it proofs that social media used for learning has positive impacts to its users. As the National Education Policy in terms of ICT in education has a few measures to incorporate the use of technology, this could be a stepping stone for it. Teachers, parents and students can also use this as a guide to promote learning outside of classroom to improve their English Language skills.

5.3 Limitations of Study

The first limitation of this study carrying this study during the pandemic. This minimized the face to face contact with the participants. The sample used in this researched is also relatively small due to the lack of access to participants. It would have been easier if schools were opened for physical classes where the researcher could have gone and met the participants face to face to collect and gather the data needed. The use of online platforms was a challenge to get hold of all the participants at one time as they were busy with various classes out of their school periods.

Next, the importance of the research was not clearly understood by the participants as all the communication was only via internet. It could have been better if there were time that we could meet and explain important aspects of the research. This caused some participants to drop out in the midst of the pre-test and it was a challenge to relook for participants again from scratch in order to complete the study.

5.4 Suggestions and Recommendations

The first recommendation the future researchers is to use larger sample size in order to be able to analyse better the differences in the impacts of social media towards secondary school students English Language performances.

Future researchers can include more language skills as only two language skills were evaluated in this research. This will show if social media does impact English Language performances positively for all the language skills precisely. This would help for teachers to see which language skill lessons should be integrated with social media.

Lastly, using various social media platforms will also improve the exposure of students. In this study, YouTube and Facebook were used as the main platforms. The technology is developing so quickly that many other social media platforms can be used more easily for teaching and learning processes.

5.5 Conclusion

In a nutshell, this research has proven that social media has impacted the secondary school students in Malaysia positively in their English Language performance. The data gathered has proved the point of the research objective. The implications of this research have

been stated in order to promote the use of social media as part of the teaching and learning process in Malaysia which gives way to building independent learners. Even though this research has succeeded but there definitely is room for improvements where it has been stated in the suggestions and recommendation part of this study.

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Appendices

Appendix A

Reading Test (Form 2)

Instruction: Read aloud the passage below.

Have you ever encountered a situation where your skin came into contact with a hot iron, or where your hand got **scalded** by hot water as you were making a drink? What happened then? What did you do about your injury?

Injuries such as the ones above are called burns. Such burns are usually minor and can be treated at home. These are known as first-degree burns whereby the burnt skin turns red. Below are some ways to treat a minor burn.

One of the ways is to gently run cool water over the burnt area to cool the burn. Do not turn the tap on full force, as this will only cause further injury to the skin. If you have a cool compress, use it. You can also place the burnt area into a container of cool water. Remember to use cool water and not ice-cold water. The coolness will prevent the pain from spreading.

Some people believe that ice is good to cool a burn, but in fact it is better not to use it. Although cool water is good for treating burns, you should not use ice as this will cause additional damage to the skin.

It is advisable not to expose the burn, so use some gauze or a bandage to cover the burn, especially if the area is prone to other injuries such as being **grazed** by surrounding objects. However, if the affected area is an open wound, do not cover as the bandage will stick to the wound.

Many people believe that butter soothes a burn, but this is really a myth. For starters, butter is not sterile. Moreover, applying it to the burn will only insulate the area and hold the heat in. Salted butter is even worse as it will irritate the broken skin and cause the injury to become worse.

Finally, do not wait for the blister to develop on the burnt area before treating the burn. If a blister does develop, do not rub, poke or break it. You must seek medical help immediately or else you will suffer the consequence, which is extreme pain.

In conclusion, you can treat first-degree burns at home, but you have to make sure the injury or wound does not become worse. Always seek medical help if you have doubts.

Verbal questions

1. Give the definition of the words in bold – scalded and grazed.

Appendix B

Writing Test – Form 2

Your school organised a recycling week to encourage students to recycle. Write a letter to your friend telling him/her about the recycling week.

What is recycling?

- Converting waste into reusable materials
- 3Rs – reduce, reuse, recycle

Activities

- ‘Reuse’ Competition – make things from unwanted items
- ‘Recycle’ Competition – ideas to encourage recycling.

Benefits of recycling

- Reduces the amount of waste sent to landfills.
- Conserves natural resources
- Reduces greenhouse gas emissions that contribute to climate change

When writing out your **letter**:

- you must use the notes given
- suggest why it is good to have recycling campaigns
- add any other relevant information
- write **in not less than 150 words**

Appendix C

Reading Test (Form 4)

Instruction: Read aloud the passage below.

Life for teenagers today is no longer a playground. It's a jungle out there, with tough choices, peer pressure, personal insecurities and anxiety about what others think. Then, there will be feelings of depression, inferiority and jealousy of the successes of others. To overcome these problems, teens need to have high self-esteem.

Self-esteem is derived from many factors. If a child lives with ridicule, degradation and insults at home, that child never learns to defend against it in high school or in life. Building a teen's self-esteem starts at birth and continues through every facet and milestone in his or her life. Teenagers' feelings of self-worth affect all aspects of their lives and strongly influence the realisation of their potential.

Teenagers' lives are **rife** with physical and emotional changes, some of which can have a negative effect on self-esteem. Low self-esteem leads to degraded self-image and can have a negative impact on a teenager's quality of life. Parents play an important role in the development of self-esteem, and with a little awareness can help their children live happier, healthier lives.

All children **thrive** on praise, which is especially important during the adolescent years. A parent can help to bolster a child's confidence simply by offering praise for a job well done. A good way parents can show praise indirectly is to spend time with their children. Children who receive constructive and meaningful praise tend to grow into more confident teenagers than those who do not.

Allowing teenagers to make their own decisions teaches responsibility and shows them that they are trusted. Negative criticism should be kept to a minimum during the volatile teen years. However, parents should not rush in to rescue their teenagers from a frustrating experience. Rather, they should encourage him or her to solve the problem independently and offer assistance only if it is needed. Letting children try and fail, then try again and succeed, builds strong and lasting feelings of self-worth, which leads to higher self-esteem.

Giving adolescents a chance to make a positive contribution to the family can also help raise self-esteem. Parents should assign age-appropriate chores and projects and let their teenagers work without interference. Parents should try humour as it is an effective means of communication, especially during times of tension. Teenagers who feel that their parents trust and believe in them have higher self-esteem and tend to be more successful in their adult lives.

Self-esteem affects how teenagers interact with others, how they approach new tasks and how they deal with life's challenges, pressures and stresses. Teenagers with high self-esteem believe strongly in themselves and enjoy a high level of self-respect. Studies show that they may even suffer fewer illnesses.

Teenagers themselves should also be responsible for the maintenance of a high self-esteem. Les Brown, a motivational speaker says: "People's opinion of you does not have to become your reality." Despite this, many teens are convinced by others that there is something

wrong with their physical features. If you often find yourself complaining about your physical features or staring at a beautiful model on a magazine cover, wishing you had similar features then you definitely have low esteem issues. It is a fact that teenagers today who have low self-esteem are more susceptible to suicide and drugs.

Self-esteem is knowing that you are the only one like you in the entire world. It is knowing that you are unique and you are beautiful because of it. Self-esteem is being able to laugh when you make a mistake and not dwell on it. It is when you have made a silly mistake and you can totally admit it. Self-esteem is having a group of close friends you can tell anything to and they will support you in your decisions. It is when you are at school and you slip and fall and your friend helps you up and you laugh about it the rest of the day. Self-esteem is self-love and self-love is happiness.

Verbal questions

1. Give the definition of the words in bold – rife and thrive.

Appendix D

Writing Test – Form 4

You read the following advertisement in a newspaper and decide to organise a visit to the recycling centre for your school Environment Club. As secretary of the Environment Club, write a letter to the centre requesting a visit.

VISIT THE INDAH RECYCLING CENTRE

Open to visitors from March to July

Wednesdays only

9.00 am – 4.00pm

- See how cans are recycled
- Exhibition on the recycling process
- Opportunity to take part in quizzes and win exciting prizes
- Video presentations on recycling
- Lectures on how to reduce waste at home
- Information packs will be given away free
- Parking is available on request

Visit by reservation only.

Please apply in writing to:

The Manager

Indah Recycling Centre

123, Jalan Indah 1,

28000 Karak,

Pahang

When writing, you should remember:

- to use the correct format
- to use **all** the points given
- to elaborate on all the points given

Appendix E

Reading Test Evaluation Sheet (Form 2 & Form 4)

Full Name: _____

Class: _____

Date: _____

Criteria	Excellent		Good		Fair		Needs Improvement				Total
	10	9	8	7	6	5	4	3	2	1	
Vocabulary Well-developed word recognition skills and ability to give definition of words.											
Fluency Reading that sounds effortless and occurs without stumbling over individual words.											
Pronunciation Proper pronunciation used when reading the passage.											
Tone Adequate volume, appropriate pace and tone.											
TOTAL											

Appendix F

Writing Test Evaluation Sheet (Form 2 & Form 4)

Name: _____

Class: _____

Date: _____

Criteria	Excellent		Good		Fair		Needs Improvement				Total	
	10	9	8	7	6	5	4	3	2	1		
Content Importance of topic, relevance, accuracy of facts, overall treatment of topic												
Organization/Format Appropriate introduction, body, and conclusions; logical ordering of ideas; transitions between major points as well as correct use of format.												
Vocabulary Well-developed knowledge of words and word meanings												
Grammar Correct grammar and usage that is appropriate												
Punctuation Appropriate use of punctuation throughout.												
TOTAL												