CORRELATION BETWEEN SOCIAL NETWORKING ACTIVITY AND STKIP PGRI TRENGGALEK STUDENTS' WRITING SKILL

Lya Febriana Yunita Rohma, Sri Utami Dewi, Yulia Nugrahini
STKIP PGRI Tulungagung
STKIP PGRI Trenggalek
E-mail: lyafebri@gmail.com, muthiaded@gmail.com,
yulianugrahini@stkippgritulungagung.ac.id
Jl. Major Sujadi no.24 KP.66229 Tulungagung
Jl. Supriyadi 22 KP. 66319 Trenggalek

Abstrak: Penelitian ini di rancang untuk menemukan adanya hubungan korelasi antara aktivitas jejaring sosial dan keterampilan menulis siswa. Responden penelitian ini berasal dari mahasiswa semester enam STKIP PGRI TRENGGALEK pada tahun ajaran 2017/2018 sebanyak lima puluh dua (52) orang yang didapat dengan menggunakan teknik purposive sampling. Pendekatan kuantitatif dan korelasional desain (penelitian korelatif) diaplikasikan dalam penelitian ini. Data dalam penelitian diperoleh dengan menggunakan dua instrument, kuesioner skala Guttman untuk aktivitas jejaring sosial dan tes dalam bentuk deskriptif untuk keterampilan menulis siswa. Data penelitian yang telah dihitung menggunakan rumus Pearson Product Moment dengan aplikasi SPSS menunjukkan r_{count}(koefisien korelasi) antara dua variabel sebesar 0.842. Kesimpulan dari kegiatan penelitian ini yaitu terdapat hubungan korelasi yang sangat kuat antara akitivitas jejaring sosial dengan keterampilan menulis siswa Jurusan Pendidikan Bahasa Inggris di STKIP PGRI Trenggalak pada tahun ajaran 2017/2018.

Kata Kunci : korelasi, aktivitas jejaring sosial, keterampilan menulis.

Abstract: This study was designed to find whether there is a correlation between social networking activity and students writing skill. There was fifty-two (52) respondent from the sixth semester at STKIP PGRI Trenggalek in academic year 2017/2018 chosen by purposive sampling. The quantitative approach and correlative design were applied in this study. The data was obtained using two instruments, questionnaire of Guttmann scale for social networking activity and test in the form of descriptive for writing skill variable. Calculation using Pearson Product Moment by SPSS program showed r_{count} between the two variables was 0.842. The conclusion of this study was there is 'very strong' correlation between social networking activity and students' writing skill of the English Department at STKIP PGRI Trenggalek in academic year 2017/2018.

Keywords: Correlation, social networking activity, writing skill

INTRODUCTION

One way to transfer information and knowledge from one to another is done through communication in oral or written form. Nagarathinam et.al (2016: 44) states that "Our thoughts and ideas are put in a coherent order while we write, whereas our emotions and ideas are expressed spontaneously in speaking, caring not so much about grammar or word order".

Technology and the internet plays a big role in changing the communication process which became much modern. Nowadays people cannot be separated from their gadget to

assist their lifestyle. One of product made by technology and internet evolution is social networking websites and application. Aghazamani (2010) in Mingle & Adams (2015: 2) states that "Among the vast variety of online tools which are available for communication, social networking sites (SNS) have become the most modern and attractive tools for connecting people throughout the world". People choose social network services which popular known as social media to build communication and connection because it is cheaper, easier and more interesting to do. Social network services enable people to build conversation mostly by writing, such as writing status, caption, comment, chatting in a chat room even discuss in an online forum.

Students' in this era using internet through their gadget to assist their learning process, to browse some material which not served in their books, or have not explained by their teacher and submit their assignment online. According to Wen (2015: 1), "Social networking products focus on establishing the connections among their users. There are generally three major purposes for the users: communication with friends and families, seeking entertainment, and obtaining information."

Patel and Jain (2008:125) state "Language is primarily speech and writing is a means to preserve it." So writing is a communication tool which used to deliver ideas in written form by arranging the words into a meaningful sentence. The writer must have a good writing skill to make the writing understandable and present the ideas clearly. A good writing skill will lead to a clear communication but a poor writing skill will lead to miscommunication.

People unconsciously practice writing in social media. They are writing their argument in their status to express their feeling, writing a caption, writing a comment, do interpersonal chatting and group discussion in the online forum, rewrite someone's ideas, sharing tips and tutorial get done in social media either. Thus, this study is intended to investigate the correlation between social networking activity and students' writing skill.

Based on the background of the study above, the researcher focus on research issues to be discussed is: Is there any significant correlation between social networking activity and students' writing skill of English Department at STKIP PGRI Trenggalek in academic year 2017/2018?

In line with the statement of problem formulated above, this study was designed to find out whether or not there is a significant correlation between social networking activity and students' writing skill of English Department at STKIP PGRI Trenggalek in academic year 2017/2018.

This study is expected to provide new insight into social networking and students' writing skill theories practically and theoretically. Theoretically, the results of this study can be a reference for friends and other students to do research activities related to social networking activity and writing skill. Not only providing insight into English studies about the correlation between social networking activity and students' writing skill but also providing insight into English studies about social networking activity and students' writing skill.

Practically, the result of this study can be used as a means to understand the correlation between social networking activity and writing skill ; as input and consideration in studies related to the correlation between social networking activity and writing skill ; as a consideration for teacher or lecturer to develop social networking activity as the learning media to enhance students' writing skill; as a consideration for students to do social networking activity in social media as their learning media and assistant to improve their writing skill.

The terms of social networking services can be defined as internet application and websites (Meijing, 2015:1681) that allow people to build social networks, construct public or semi-public profile in a bounded system, choose their own list of other user with whom they are sharing and view and explore their list of connection and those made by other users inside a system (Boyd & Ellison, 2007 as stated by Collin, et al., 2011:8).

Hornby (2018) states that social networking activity is an act of using an online platform both in websites and application to build a connection with other people for social purposes. Pearce and Rice (2016: 3) have grouped SNS activities into three general mechanisms. Those are relational maintenance, access to new relationships and information, and reputation building.

Writing is a process of thinking (Brown, 2001: 336) through the transaction with words (arranging words) (Peter Elbow, 1973: 14-16 as stated by Brown, 2001: 337). According to Ur (2010: 163), writing has a purpose to express ideas and conveying the message from the writer to the reader to make the ideas arguably and meaningfully. Writing can be a means to express what we think (ideas); (Peter Elbow 1973: 14-16 in Brown 2001: 337) and what we feel (emotions); (Brown, 2001: 339) through arranging a meaningful form of words. As the matter of the fact, writing is important in our everyday life, we express our ideas in class through writing, and we share our thinking to our boss through writing, and we communicate to our teacher through writing, make discussion either. According to Johnson (2001: 269), the language skills could be divided into two ways, by medium and by receptive or productive. Listening and reading is the receptive

skill which uses spoken medium and speaking and writing is the productive skill which uses written medium. Writing skill can be defined as the abilities of the writer. (Harmer, 2004: 3) to create a meaningful written communication which purposed to convey the message to the reader clearly and avoid misunderstanding which will lead into an effective communication that helps people to socialize with others (Sani et al., 2014: 1)

There are some benefits of social networking services as stated by Collin, et al (2011: 12) are as follows: a. Media Literacy; b. Formal Educational Outcomes; c. Informal Education and Learning, Creativity; d. Individual Identity and Self-Expression; e. Strengthening Social Relationships; f. Belonging and Collective Identity; g. Building and Strengthening Communities; h. Civic and Political Participation; i. Self-Efficacy and Wellbeing.

The theoretical framework of this study is figured as follows:

Figure 1. **Theoretical Framework**
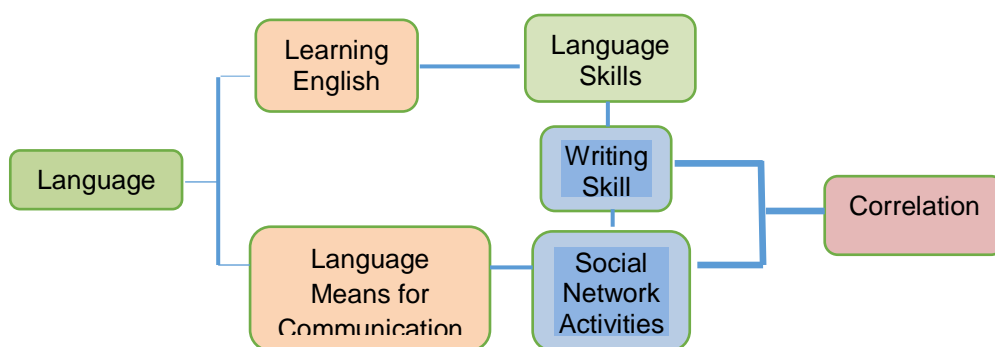
RESEARCH METHOD

According to Creswell (2012: 13) in quantitative research, the researcher defines the research problem based on trends which happens in the real life to find the reason why it happens. Thus, the quantitative approach was applied to investigate the social networking activity as the today's trends. The researcher was aimed to describe how the correlation between social networking activities is and writing skill used correlational design. Creswell (2012: 21) states that correlational design is quantitative research procedure which use statistical correlational analysis to measure the correlation between the variables.

To investigate the correlation between the variables, thus the researcher classified the variables as follows:

Table 1. **Variables, Sub-variable and Indicator**

No.	Variable	Sub-variable	Indicator	Instrument
1.	Independent Variable (Y): Social networking activity	1. Uploading status 2. Adding comment 3. Adding caption 4. Chatting 5. Searching/ explore 6. Online forum discussion	Shows students activity on social networking.	Questionnaire
2.	Dependent Variable (X): Writing skill	1. Contents 2. Grammar 3. Organization 4. Vocabulary 5. Mechanic	Shows the students score of their writing skill.	Written test

Creswell (2012: 115) states that **the independent variable** is the variables that influence an outcome of the dependent variable. Meanwhile, Creswell (2012: 115) states that a dependent variable is the variables which get influenced by the independent variable."

English department students of STKIP PGRI Trenggalek at academic year 2017/2018 were chosen as the target population. This target population consists of 52 students which came from the second, fourth and sixth semester. The sample was taken in the sixth semester, which consists of 6 male and 15 female. The total sample chosen in this study was 21 respondents. There was some consideration to choose the sample, so the researcher done purposive sampling using some characteristic as the requirement, those are:

a. Has been done CALL and other college assessment using ICT base.

b. Has been done academic writing.

c. The sixth semester is going to face thesis.

Questionnaire and test were used to gather the data of the two variables. The questionnaire was used to gain the data about students social networking activity by presenting a set of a closed question using Guttmann scale with a yes-no option. Validity testing was used Pearson Product Moment Formula and reliability testing was used Spearman-Brown formula called half-split. Those testing were applied to make sure that the questionnaire is valid and reliable to be used. The test in this research was in the form of a writing test to measure the students' writing skill. There is one single question in the writing test that asked the students to describe what they think about social media.

The assessing process was done by the scoring rubric which adapted from Brown (2001: 357).

The researcher analyzes the data used in the statistical analysis called Pearson Product Moment to calculate the data by the two variables. Then, the researcher compares the obtained coefficient (r_{xy}) with the table of r_{value} coefficient interpretation adapted from Sugiyono (2011:184).

RESEARCH FINDINGS AND DISCUSSIONS

Findings

Table 2. **The Data Finding of Study**

NO.	Respondent	X (Social Networking Activity)	Y (Writing Skill)
1.	AFR	42.50	91.25
2.	ADR	100.00	100.00
3.	AIH	100.00	100.00
4.	ADM	90.00	96.25
5.	DPM	10.00	91.25
6.	DAN	22.50	70.00
7.	EDP	42.50	75.00
8.	ENK	.00	46.25
9.	FPI	67.50	91.25
10.	IYP	22.50	87.50
11.	IWA	100.00	96.25
12.	LIH	47.50	75.00
13.	LJH	90.00	96.25
14.	MPN	100.00	96.25
15.	NEN	57.50	96.25
16.	NMI	52.50	82.50
17.	OAF	25.00	70.00
18.	PNS	100.00	91.25
19.	RPA	70.00	82.50
20.	UNH	77.50	96.25
21.	WPN	75.00	100.00

After the questionnaire submission and the writing test, the researcher obtains the data about the social networking activity and students' writing skill. Then, the data is organized in the form of the table as shown in the table above.

Questionnaire

Arikunto (2010: 194), states that a questionnaire is a set of the question given to the respondent to gain the information needed. A questionnaire was used to obtain the data about social networking activities from the respondent. The questionnaire yes answer means 1 and no answer means 0. To gain the total score the obtained score was divided by maximal score (40), then timed by 100. Next, the questionnaire was passed validity and reliability testing.

Validity Test

Table 3. **Validity Testing**

Number of item.	r_{count}	Sig.(2-tailed)	r_{table}	Conclusion
Item 1	0.502	.021	0.433	Valid
Item 2	0.691	.001	0.433	Valid
Item 3	0.502	.021	0.433	Valid
Item 4	0.469	.032	0.433	Valid
Item 5	0.691	.001	0.433	Valid
Item 6	0.778	.000	0.433	Valid
Item 7	0.778	.000	0.433	Valid
Item 8	0.502	.021	0.433	Valid
Item 9	0.691	.001	0.433	Valid
Item 10	0.778	.000	0.433	Valid
Item 11	0.778	.000	0.433	Valid
Item 12	0.778	.000	0.433	Valid
Item 13	0.691	.001	0.433	Valid
Item 14	0.469	.032	0.433	Valid
Item 15	0.691	.001	0.433	Valid
Item 16	0.778	.000	0.433	Valid
Item 17	0.502	.021	0.433	Valid
Item 18	0.691	.000	0.433	Valid
Item 19	0.502	.021	0.433	Valid
Item 20	0.778	.000	0.433	Valid
Item 21	0.778	.000	0.433	Valid
Item 22	0.778	.000	0.433	Valid
Item 23	0.778	.000	0.433	Valid
Item 24	0.691	.001	0.433	Valid
Item 25	0.469	.032	0.433	Valid
Item 26	0.691	.001	0.433	Valid
Item 27	0.778	.000	0.433	Valid
Item 28	0.502	.021	0.433	Valid
Item 29	0.691	.001	0.433	Valid
Item 30	0.502	.021	0.433	Valid
Item 31	0.778	.000	0.433	Valid
Item 32	0.778	.000	0.433	Valid
Item 33	0.502	.021	0.433	Valid
Item 34	0.691	.001	0.433	Valid
Item 35	0.502	.021	0.433	Valid
Item 36	0.778	.000	0.433	Valid
Item 37	0.778	.000	0.433	Valid
Item 38	0.778	.000	0.433	Valid
Item 39	0.778	.000	0.433	Valid
Item 40	0.494	.023	0.433	Valid

According to Ary, et al (2010: 225), validity is a measurement that shows whether an instrument is valid or not. In the Product Moment table showed that N=21 with significant 5%, the r_{table} was 0.433. The result of validity test above showed that r_{count} of all the item was higher than r_{table} and the sig.(2-tailed) was less than 0.05. So, the conclusion of the validity testing of this study is the questionnaire is valid and able to be used as the instrument of this study.

Reliability Test

Table 4. **Reliability Testing**

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.930
		N of Items	20[a]
	Part 2	Value	.938
		N of Items	20[b]
	Total N of Items		40
Correlation Between Forms			.966
Spearman-Brown Coefficient	Equal Length		.983
	Unequal Length		.983
Guttmann Split-Half Coefficient			.983

Stainback (1988) in Sugiyono (2011: 267) states that reliability is the measurement of consistency and stability of the data finding whether this is useful and good. Based on the Product Moment table, with N=21 and significant 5%, the r_{table} is 0.433, then the r_{count} cannot be less than 0.433 and must be higher than thus coefficient number to show the questionnaire was reliable. The result of the reliability calculated by SPPS program showed 0.983 as the coefficient of the questionnaire reliability. So, the conclusion r_{count} is higher than r_{table} (0.983 > 0.433). It means the questionnaire is reliable to be used as the instrument in this study.

Test

Hughes (1989: 75) in Weigle (2009: 1) states, to test people writing skill well is by getting their writing. The test used in this study was a kind of writing test. The researcher gave the respondent a single question to explain about social media briefly based on the respondent opinion. The respondent answer, which in the form of the simple description will be assessed using a scoring rubric adapted from Brown (2000: 357).

Table 5. **The Writing Test Scoring Rubric Adapted from Brown (2000: 357)**

Aspect	Score	Performance Description	Weighting
Content	4	The topic is clear and detailed	3x
	3	The topic is clear and almost detailed	
	2	The topic is clear and not detailed	
	1	The topic is not clear and not detailed	
Organization	4	The ideas are presented in logical sequence and effective	2x
	3	The ideas are presented in logical sequence but almost effective	
	2	The ideas are presented in logical sequence but not effective	
	1	The ideas are not presented in logical sequence either effective	
Grammar	4	Very few grammatical inaccuracies and meaningful	2x
	3	Few grammatical inaccuracies but not affect the meaning	
	2	Numerous grammatical inaccuracies and the meaning is confusing	
	1	Frequent grammatical inaccuracies and not meaningful	

Vocabulary	4	Uses effective choice of words and understandable		1,5x
	3	Almost effective choice of words and understandable		
	2	Confusing choice of words but still understandable in some parts.		
	1	Very poor of words choice knowledge and not understandable		
Mechanics	4	Uses correct spelling, punctuation, and capitalization		1,5x
	3	Almost correct of spelling, punctuation, and capitalization.		
	2	A frequent error in spelling, punctuation, and capitalization.		
	1	Dominated by error spelling, punctuation, and capitalization.		

The scoring rubric classified into five-part those are content, organization, grammar, vocabulary, and mechanic. The different weighting for the classification applied with some consideration. Content weighting was 3, organization and grammar were 2 then for vocabulary and mechanics were 1.5. The obtained score was divided by the maximum score, then it timed by 100 to calculate the total score of writing test.

$$\text{Score} = \frac{\text{Obtained score}}{\text{Maximum score}} \times 100$$

$$= \frac{3C + 2O + 2G + 1,5V + 1,5M}{12 + 8 + 8 + 6 + 6} \times 100$$

$$= \frac{3C + 2O + 2G + 1,5V + 1,5M}{40} \times 100$$

Analysis of the Data

Table 6. **Correlations Data Analysis**

Correlations

		Social networking activity	Writing Skill
Social networking activity	Pearson Correlation	1	.842[**]
	Sig. (2-tailed)		.000
	N	21	21
Writing Skill	Pearson Correlation	.842[**]	1
	Sig. (2-tailed)	.000	
	N	21	21

Coefficient correlation of the two variables is 0.842 and based on the table of r_{value} interpretation value, coefficient 0.80 - 1.000 means there is 'very strong, correlation the variables. So, the correlation data analysis conclusion, there is a very strong correlation between social networking activity and students' writing skill.

Hypothesis Test

Table 7. **Hypothesis Testing**

r_{count}	Probability	Consultation	Conclusion
0.842	0.000	Probability < 0.05	Ho = Rejected Ha = Accepted

The conclusion of hypothesis testing was alternative hypothesis is accepted, that means there is a significant correlation between social networking activity and students' writing skill of the English Department at STKIP PGRI Trenggalek at academic year 2017/2018.

Discussion

The number of coefficient correlation calculated by SPSS program using Pearson Product Moment was 0.842 with the sig. (2-tailed) 0.000. The sig. (2-tailed) of the coefficient count (r_{count}) was lower than 0.05 makes the null hypothesis rejected and the alternative hypothesis accepted. Therefore, based on the table of r_{value} interpretation value, coefficient 0.80-1.000 means the correlation between those two variables is very strong.

In line with the result of this study, Ibrahim (2013: 54) found that the result of his study about the effect of Facebook usage on student writing and how the writing in school is being taught showed that the use of social networking site called Facebook is effective to improve the students' writing skill. He also found there is a great and obvious effect on improving students' writing skill by using Facebook, especially in the mechanics such as capitalization, punctuation, and spelling and the usage of writing skill such as word order and subject-verb agreement.

CONCLUSION AND RECOMMENDATIONS

Based on the result obtained in this study, the researcher is able to conclude that there is 'very strong' correlation between social networking activity and students' writing skill of English department at STKIP PGRI Trenggalek in academic year 2017/2018.

Here, the researcher has some suggestion and recommendation for friends, students, the next researcher, teacher, and lecturer. Firstly, for friends and the next researcher be able to use the results of this study as a reference to do broad research activities related to social networking activity and writing skill. Second, for students can consider starting to do social networking activity in social media as their learning media and assistant to improve their writing skill. Thirdly, for teacher or lecturer would able to use the result of this study as a consideration to develop social networking activity as the learning media to enhance students' writing skill.

REFERENCES

Arikunto, Suharsimi. (2010). *Prosedur Penelitian: Suatu Pendidikan Praktik.* Jakarta: PT. Rineka Cipta

Ary, Donald., Jacobs, Lucy. C., Sorensen, Chris. & Razavieh, Asghar. (2010). *Introduction to Research in Education.* Canada: Nelson Education

Brown, H. D. (2000). *Principles in Language Learning and Teaching* (4 ed.). Addison Wesley Longman, Inc.

Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2 ed.). New York: Addison Wesley Longman, Inc.

Creswell, J., W. (2012*). Educational Research: Planning Conducting and Evaluating Quantitative and Qualitative Research* (4ed).

Collin, D. P., Rahilly, M. K., Richardson, D. i., & Third, D. A. (2011, April). *The Benefits of Social Networking Services.*

Hornby, A. S. (2018). English Oxford Living Dictionaries: Definition Social Networking in US English. (Online), (https://en.oxforddictionaries.com accessed on February 13, 2018).

Ghaleb Ibrahim, M., & Awad Amin, A. (2013). *The Effect of Using Facebook on Improving Students' Writing Skills in English.*

Harmer, J. (2004). *How to Teach Writing.* Essex: Pearson Education Limited.

Johnson, K. (2001). *An Introduction to Foreign Language and Teaching.* Essex: Pearson Education Limited.

Meijing, L. (2015). *The Study of English Learning Community in Network Based on SNS.*

Mingle, J., & Adams, M. (2015). *Social Media Network Participation and Academic Performance in Senior High Schools in Ghana.* (Online), (http://digitalcommons.unl.edu/libphilprac, accessed on February 11, 2018)

Nagarathinam, D., Ramkumar, V., & Vani, R. (2016). *Effect of Using Internet through Social Media in Improving Writing Skills of the Engineering College Students New Perspectives in ELT Effect of Using Internet through Social Media in Improving Writing Skills of the Engineering College Students, 16*(4).

Patel, D. M., & Jain, P. M. (2008). *English Language Teaching : (Methods, Tools, and Techniques).* Jaipur: Sunrise Publishers and Distributors.

Pearce, K. E., & Rice, R. E. (2017). *Somewhat Separate and Unequal : Digital Divides, Social Networking Sites, and Capital-Enhancing Activities.* (Online), (https://doi.org/10.1177/2056305117716272, accessed on February 13, 2018)

Sani, I., & Bature, M. S. (2014). *The Impact of Social Networks on ESL Undergraduate Students' Writing in Nigeria.* (Online), (https://doi.org/10.4172/2151-6200.1000069, accessed on February 11, 2018)

Sugiyono. (2011). *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (11 ed.). Bandung: ALFABETA, CV.

Ur, P. (2010). *A Course in Language Teaching: Practice and Theory* (18 ed.). Cambridge: Cambridge University Press.

Weigle, S. C. (2002). *Assessing Writing.* Cambridge: Cambridge University Press.

Wen, H. (2015). *Knowledge Repository @ IUP Use of Social Networking Technologies: Effects on College Students' Academic Writing.* (Online), (http://knowledge.library.iup.edu/etd, accessed on February 11, 2018)