

UTILIZATION OF SOCIAL MEDIA IN RELATION TO WRITING SKILLS OF THE GRADE 10 STUDENTS OF VICENTA C. NOGRALES NATIONAL HIGH SCHOOL

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ABSTRACT

Social media is widely used especially in the 21st century learners and has been impacting their writing skills since new terminologies were introduced to them. It is any digital technology that enables users to instantly produce and share content to the public which includes many different websites and applications. Researchers found out that social media has both the positive as well as negative impact to the students' learning particularly the skills in writing. Therefore, this study emerged to answer the question whether social media helps or hinders the Grade 10 students' writing skills of Vicenta C. Nograles National High School. The study utilizes a descriptive-correlation design which involves collecting data to evaluate the hypothesis and respond to inquiries regarding the present condition of the topic under study. The study explores the connection between the use of social media and the writing skills of Grade 10 students at Vicenta C. Nograles National High School, finding moderate social media use (mean = 3.37) and satisfactory writing skills (mean = 3.26), yet revealing a minimal and statistically non-significant correlation between the two ($p = 0.39$), challenging assumptions about social media's direct impact on writing skill and indicating a need for further exploration into other influential factors. This suggests that while more social media use may correspond to slightly better writing skills.

Keywords : Utilization of social media, writing skills, Descriptive-Correlational, Public Elementary Schools, New Normal Education.

1. INTRODUCTION

Social media is widely used especially in the 21st century learners and has been impacting their writing skills since new terminologies were introduced to them. It is any digital technology that enables users to instantly produce and share content to the public which includes many different websites and applications. Writing skill, on the other hand, can be defined as communicating ideas, thoughts, feelings, and emotions to others through writing. It is considered that social media becomes part of students' life, because nowadays most of them own a mobile phone. In just a click of a finger, they can open their desired application like Facebook, Twitter, Instagram, etc. and write something what's on their mind. Most of the social media would require its users to express himself through writing a post. However, some of the studies had seen the pros and cons of social media to the literacy of the students especially in the area of writing.

A study conducted in Ibn Tofail University, Morocco reveals that the Moroccan university students' use of social media has a big influence on their writing abilities, and the majority of them are vulnerable to certain hazards associated with social media use. The results presented ample evidence that social media is a practical technique for improving writing abilities. Therefore, it is necessary to incorporate social media literacy into the curriculum (Lakhal, 2021). This means that social media also plays an integral role in the students' ability and skills to write.

According to Esman, et. al. (2021) in Negros Occidental, respondents were according to their internet connectivity and demographic profile; they demonstrated mediocre proficiency in English writing and a moderate level of social media exposure. Additionally, the results indicated a slightly significant beneficial relationship between social media use and English writing proficiency. Overall, the study backs up the claim that social media use has an impact on one's English writing skills.

A study in Davao del Sur State College by Matalines and Guardaquivil (2023) reveals that the social media has a good impact on students' writing because it makes learning materials easier, fosters cooperative learning, exposes them to fundamental writing techniques, and inspires them to write well. However, plagiarism and informal writing are two detrimental effects of social media on students' writing. Moreover, social media offers students writing opportunities that support instruction, foster self-directed learning and create a collaborative environment.

The mentioned studies spurred the interest of the researchers to determine if there is a relationship between social media utilization to the writing skills of the selected Grade 10 students of Vicenta C. Nograles National High School. The studies mentioned are focused on the utilization of social media and its impact to the writing skill of students. To close the research gap, the researcher opts to answer the question whether social media helps or hinders the students' writing skills.

1.2 Statement of the Problem

This study seeks to determine the relationship between the writing skills and utilization of social media of the Grade 10 students of Vicenta C. Nograles NHS. Specifically, the study aimed to provide answers to the following questions:

1. What is the extent of use of social media in terms of:

1.1. Facebook

1.2. Twitter

1.3. Instagram

1.4. YouTube

1.5. TikTok

2. What is the level of writing skills of students in terms of:

2.1. Grammar

2.2. Punctuation

2.3. Spelling

3. Is there a significant relationship between utilization of social media and the writing skills of grade 10 students?

2. METHODOLOGY

Research Design

The study uses a descriptive-correlation design which involves collecting data to evaluate the hypothesis and respond to inquiries regarding the present condition of the topic under study. This study utilizes a survey approach, because the main purpose of this is to know if utilization of social media affects the writing skill of the grade 10 students at Vicenta C. Nograles National High School. Likert Scale will be used to assess the level of social media use and the level of writing skills.

Respondents

The respondents of the study are the students in grade 10 level at Vicenta C. Nograles National High School. The students will be coming from the seven sections of the grade 10 level: Aguinaldo, Bonifacio, Del Pilar, Jacinto, Mabini, Quezon, and Rizal. In each section, 20 randomly picked students are given a survey questionnaire which will give a total of 140 respondents. The researcher utilized a random sampling design in choosing the respondents. The data acquired and provided by the students will be used to confirm the possible effects of social media use to their writing skills. The Grade 10 students are the suitable respondents for this study because they are more exposed to technology and social media. The results may help them in assessing themselves in their social media usage and its impact to their literacy specifically in writing.

Research Instrument

The research instrument that is used is a set of questionnaires, developed and made by the researcher, which consists of 3 sections. The three sections include: demographic profile, social media usage, and technicalities in writing. The preliminary is the demographic profile. They assessed their social media use by checking the survey about the social media usage. They will respond to 5 statements in each social media platform based on the 4-point Lickert scale. In this survey, respondents will check the box next to each statement to indicate their answer. Table 2.1 also indicates the interpretation each scale:

Table 2.1. Survey Rating Scale on Social Media Usage

Range	Description	Interpretation
1.00 – 1.75	Never	This means that the students did not use this Social Media Application.
1.76 – 2.50	Seldom	This means that the students rarely use this Social Media Application.
2.51 – 3.25	Sometimes	This means that the students occasionally use this Social Media Application
3.26 – 4.00	Always	This means that the students always use this Social Media Application.

The last section would be the technicalities in writing. This section is divided into 3 parts: grammar, punctuation, and spelling. The respondents will assess themselves about their writing skills. Each part has five (5) statements or scenarios they usually encounter while using social media. Moreover, the table below shows the rating of level of the indicators.

Table 2.2 Survey Rating Scale on Technicalities in Writing

Range	Description	Interpretation
1.00 – 1.79	Strongly Disagree	This means that the respondent did not encounter this situation relative to grammar, spelling, and punctuation.
1.80 – 2.59	Disagree	This means that the respondent somehow encountered this situation relative to grammar, spelling, and punctuation.
2.60 – 3.39	Neutral	This means that the respondent isn't sure if he/she encountered this situation relative to grammar, spelling, and punctuation.
3.40 – 4.19	Agree	This means that the respondent encountered this situation relative to grammar, spelling, and punctuation.
4.20 – 5.00	Strongly Agree	This means that the respondent always encounters this situation relative to grammar, spelling, and punctuation.

Data Gathering Procedure

The process of gathering data was done by choosing 140 Grade 10 students of Vicenta C. Nograles National High School. A pilot test of the modified and validated survey questionnaire was conducted at the selected school. Afterwards, a letter of approval was prepared from the Division Office and forwarded to the school Principal. The principal then approved the conduct of the study. Prior to the distribution of the survey questionnaire, the researcher was given a letter requesting authorization and assistance to conduct a survey to the advisers of Aguinaldo, Bonifacio, Del Pilar, Jacinto, Mabini, Quezon, and Rizal. The advisers agreed for the conduct of the survey providing the students' parent consent and assent were provided. The respondents will be asked to complete the questionnaires related to study. They will be asked to rank and measure their answers on different questions in the scale of 1 to 5 of the Likert scale. Data will then be collected, analyzed, and will be reported. Moreover, the data will be interpreted.

Ethical Considerations

This study will adhere to ethical research standards to ensure the protection of participants' rights, confidentiality, and well-being by observing several key ethical considerations. Informed consent will be obtained from all participants, with a clear explanation of the study's purpose, procedures, potential risks, and benefits, and parental or guardian consent will be secured for minors to ensure voluntary participation. Confidentiality and anonymity will be maintained by keeping all collected data private and ensuring that no personal identifying information is recorded or disclosed. Participation will be entirely voluntary, and students may withdraw from the study at any time without consequence. The study will also prioritize the minimization of harm by handling sensitive topics with care and ensuring students are not pressured to share anything they are uncomfortable disclosing. Data protection and security will be implemented by storing data securely digital files will be password-protected and physical copies kept in a secure location, with proper disposal after the study to prevent misuse. Integrity and objectivity will guide the research process, with accurate reporting of data and no manipulation of findings. Lastly, the study will comply with the ethical policies of Vicenta C. Nograles National High School and other applicable research guidelines.

Data Analysis

The data gathered from the respondents were analyzed using both descriptive and inferential statistics, specifically the mean and Pearson r. The mean, a commonly used measure of central tendency, helps identify a single representative value for an entire distribution and provides an accurate description of the overall data (Sykes, Gani & Vally, 2019). In this study, the mean was used to ascertain the level of utilization of social media platforms such as Facebook, Twitter, Instagram, YouTube, and TikTok, as well as to assess students' writing skills in terms of grammar, spelling, and punctuation. Pearson r, a type of inferential statistic, was employed to determine whether there was a significant

correlation between students' use of social media and their writing skills, serving as a hypothesis test to examine potential relationships between the variables (Wang, 2019).

3. RESULTS

Table 3.1 Summary on the extent of use of social media

No.	Statements	Mean (\bar{x})	Descriptive Equivalent
1	Facebook	3.27	High
2	Twitter	3.11	Moderate
3	Instagram	3.60	High
4	YouTube	3.73	High
5	Tiktok	3.13	Moderate
Overall Mean		3.37	High

As shown in the Table 1, Twitter and TikTok depicts moderate description, while three of the social media – Facebook, Instagram, and YouTube depict High in the descriptive equivalence.

In relation to the Sociocultural theory of human learning by Vygotsky (1979), it is evident that utilization of social media platforms has been part of society and culture in this digital era and serves as new outlets for socialization in which students' might help in developing their communication both written and verbal.

Table 3.1.1 Facebook

	Mean (\bar{x})	Descriptive Equivalent
1. uses this application to help them share information to other people	3.32	High
2. creates group for posting vital insights about exams, assignments, and projects	3.31	High
3. uses this social media to express their thoughts by posting.	3.35	High
4. uses this social media as an avenue to improve my writing skills.	3.36	High
5. utilizes this social media as a means of communication to other people.	3.01	Moderate
Overall Mean	3.27	High

This revealed that the total mean of Facebook utilization is 3.27. This indicates high in the descriptive equivalence. This might support the qualitative study of Putri and Aminatun (2021) in which they found that students believe they may improve their writing skills by utilizing Facebook to create English captions and writing comments on English fan page. This means that students utilize this social media not just for communication but also a means to improve their skills in writing.

Table 3.1.2 Twitter

	Mean (\bar{x})	Descriptive Equivalent
1. uses Twitter to help them share information to other people	3.09	Moderate
2. creates group for posting vital insights about exams, assignments, and projects	3.01	Moderate
3. uses this social media to express their thoughts by twitting.	3.37	High
4. uses this social media as an avenue to improve my writing skills.	3.38	High

5. utilizes this social media as a means of communication to other people.	2.71	Moderate
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Overall Mean	3.11	Moderate
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In this table, the total mean of Twitter utilization is 3.11. This indicates moderate in the descriptive equivalence. The highest mean is 3.37 with a statement, uses this social media to express their thoughts by twitting. In relation to the study of Espinoza-Celi and Pintado (2020), microblogging platform such as Twitter can be used to enhance students' writing in English as Foreign Language in which Twitter might be their avenue to express their thoughts.

Table 3.1.3 Instagram

	Mean (\bar{x})	Descriptive Equivalent
1. uses Instagram to help them share information to other people	3.61	High
2. creates group for posting vital insights about exams, assignments, and projects	3.58	High
3. uses this social media to express their thoughts by sharing photos with caption.	3.75	High
4. uses this social media as an avenue to improve my writing skills.	3.57	High
5. utilizes this social media as a means of communication to other people.	3.48	High
Overall Mean	3.60	High

This table shows that the mean of Instagram utilization is 3.60 indicating High in the descriptive equivalence. The highest mean is 3.75 with a statement, uses this social media to express their thoughts by sharing photos and caption. In support to a study by Prasasti et. al. (2022) shows that students' writing skills were much enhanced when Instagram was used. Students can refine their concepts to create texts that provide explanations.

Table 3.1.4 YouTube

	Mean (\bar{x})	Descriptive Equivalent
1. uses YouTube to help them share information to other people	4.00	High
2. creates group for posting vital insights about exams, assignments, and projects	3.87	High
3. uses this social media to express their thoughts by sharing videos with captions.	3.65	High
4. uses this social media as an avenue to improve my writing skills.	3.53	High
5. utilizes this social media as a means of communication to other people.	3.57	High
Overall	3.73	High

In YouTube, the total mean of utilization is 3.73. This shows that the descriptive equivalence is high. The highest mean for this indicator is 4.00. The mean depicts High with a statement, The student uses YouTube to help them share information to other people. On the other hand, the lowest mean in the table is 3.53 which indicates High with statement, uses this social media as an avenue to improve my writing skills. As for Felanie (2022), YouTube has become one of the sources of the students in terms of instruction in which it was found that those students performed better academically utilize this social media than those who did not.

Table 3.1.5 TikTok

	Mean (\bar{x})	Descriptive Equivalent
1. uses Tiktok to help them share information to other people	3.07	Moderate
2. creates group for posting vital insights about exams, assignments, and projects	3.03	Moderate
3. uses this social media to express their thoughts by sharing short videos with caption.	3.36	Moderate
4. uses this social media as an avenue to improve my writing skills.	3.39	Moderate
5. utilizes this social media as a means of communication to other people.	2.74	Moderate
Overall Mean	3.13	Moderate

This revealed that the total mean of TikTok utilization is 3.13. This indicates moderate in the descriptive equivalence. The highest mean for this indicator is 3.39 which depicts Moderate with a statement, The student uses this social media as an avenue to improve my writing skills. While the lowest mean is 2.74 which indicates moderate with statement, utilizes this social media as a means of communication to other people. This debunks the study of Nabilah, et. al (2021) which reveals that students thought of TikTok as a good tool for teaching descriptive text writing because it can help students become more motivated.

Indicated in Table 2 is the level of writing skills specifically in grammar, punctuation, and spelling.

Table 3.2 Summary on the level of Writing Skills

No.	Statements	Mean (\bar{x})	Descriptive Equivalent
1	Grammar	3.27	Moderate
2	Punctuation	3.13	Moderate
3	Spelling	3.37	Moderate
Overall Mean		3.26	Moderate

This Table shows the overall level of writing skills of students in terms of grammar, punctuation, and spelling.

Table 3.2.1 Grammar

GRAMMAR	Mean (\bar{x})	Descriptive Equivalent
1. I am conscious enough on my English grammar whenever I am posting on social media.	3.34	Moderate
2. I can observe that social media improves my grammar.	3.33	Moderate
3. I search online to see if my grammar is correct before I post it on social media.	3.33	Moderate
4. I adopt the grammar of English-speaking people in social media.	3.34	Moderate
5. I am open for corrections in terms of grammar whenever someone in social media corrects me.	3.03	Moderate
OVERALL	3.27	Moderate

This shows grammar with the mean of 3.27 which indicates moderate in the descriptive equivalent. This means that the level of grammar of students is satisfactory.

Table 3.2.2 Punctuation

PUNCTUATION	Mean (\bar{x})	Descriptive Equivalent
1. I am confident that my punctuations are correct when I am blogging or posting on social media.	3.08	Moderate
2. I learn how to use punctuation marks by just seeing a post on social media.	3.04	Moderate
3. I search online to see if my punctuations are correct before I post it on social media.	3.36	Moderate
4. I can see my improvement/s in terms of using punctuation marks when I am posing in social media.	3.38	Moderate
5. I am open for corrections in terms of punctuation usage whenever someone in social media corrects me.	2.79	Moderate
OVERALL	3.11	Moderate

This revealed the level of student's writing skills with the mean of 3.11 which indicates Moderate. This means that the level of writing skills of students in terms of punctuation is satisfactory.

This somehow debunks the study of Patac, K.Z. et al. (2022), which reveals that punctuation is not used correctly among the respondents as they are utilize social media platforms. However, the table above shows moderate level for students in terms of their usage of punctuation marks.

Table 3.2.3 Spelling

SPELLING	Mean (\bar{x})	Descriptive Equivalent
1. I spell the words correctly whenever I post on social media.	3.30	Moderate
2. I adopt acronyms or "netspeak", like OMG, BTW, TYL etc. instead of using the complete words or phrases.	3.29	Moderate
3. I use social media jargons even if it is misspelled.	3.37	Moderate
4. I can see that there's nothing wrong when I misspell words in social media.	3.34	Moderate
5. I find social media helpful in improving my spelling.	3.00	Moderate
OVERALL	3.26	Moderate

This revealed the level of student's writing skills with the mean of 3.26 which indicates Moderate. This means that the level of writing skills of students in terms of spelling is satisfactory.

3. Is there a significant relationship between utilization of social media and the writing skills of the grade 10 students?

Table 3.3.1 Relationship of Utilization of Social Media and the Writing Skills

		Utilization of Social Media	Writing Skills
Utilization of Social Media	Pearson	1	0.39
	Correlation		
	Sig. (2-tailed)		
	N	140	140
Writing Skills	Pearson	0.39	1
	Correlation		

Sig. (2-tailed)	0.07	
N	140	140

Table for Pearson Correlation and p-value of Significant Relationship of Utilization of social media and the Writing Skills of students.

	Pearson Correlation (r)	p-value	Decision
Writing Skills	0.07	0.39	No Significance

Correlation is at the 0.05 level (2-tailed)

In this study, the relationship between social media utilization and writing skills was analyzed, revealing a Pearson correlation coefficient of 0.07 and a p-value of 0.39. The findings suggest a very weak positive linear relationship of the two variables, indicating that as social media use increases, there is a slight tendency for writing skills to also increase, although this correlation is minimal. Importantly, the non-significant p-value ($p = 0.39$) means that this observed correlation could likely be attributed to random chance rather than a real relationship. These results challenge common assumptions about the negative impact of social media on writing abilities but also highlight that social media use alone may not significantly predict or enhance writing skills. This debunks the study of Haidari, et al. (2020), which shows social media significantly enhanced students' writing skills. In which he added, using various social media platforms during the teaching and learning process is recommended for both educators and learners.

4. DISCUSSIONS

Based on the results of the study, the following conclusion are presented: The indicators in the utilization of social media (IV) show an overall mean of 3.37 which indicates high. It generally means that the grade 10 students of Vicenta C. Nograles National High School always utilize social media. Writing Skills (DV) on the other hand reveals an overall mean of 3.26 which indicates moderate. This also signifies satisfactory in their level in writing skills. There is a minimal and statistically non-significant relationship between social media use and writing skills with a p-value of 0.39. While a slight positive correlation suggests that more social media use might correspond to slightly better writing skills, the p-value indicates that this link is likely due to chance. These results challenge assumptions about social media's direct impact on writing abilities, suggesting that other factors may play a more significant role in shaping writing skills. Future research should explore these factors further to gain a clearer understanding of their influence.

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