

THE USE OF SOCIAL MEDIA (SM) AMONG PUPILS IN A RURAL PRIMARY SCHOOL IN SARAWAK, MALAYSIA

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Abstract

Purpose of the study: This research was conducted to discover primary school pupils' use of SM in their life.

Methodology: Data were collected using a survey research design through the questionnaire. A set of comprises six parts were given to a group of purposive sampling comprises 50 Primary 5 pupils in a rural primary school, Sarawak, Malaysia.

Main Findings: Data analysis showed that there were three most used social media by the pupils which are Facebook, WhatsApp, and YouTube. The findings also revealed that 94% of the respondents believed that SM is one of the best ways to practice English, specifically in writing. Moreover, the findings also showed that the respondents (60% - 80%) considered themselves: prefer to use English; like using English; feel comfortable and awesome to write in English on SM; and like to copy the interesting words, phrases or sentence from SM in their books.

Applications of this study: The research findings can be referred by other researchers especially educators who conduct researches of the same field.

Novelty/Originality of this study: In this research, the focus is placed on studying the use of SM among pupils in a rural primary school in Sarawak, Malaysia.

Keywords: English, ICT (Information and Communication Technology), Primary School Pupils, Rural Primary School, Teaching and Learning, Social Media.

INTRODUCTION

The emergence of Information and Communication Technology (ICT) has allowed human beings to socialize interactively through social media. This social tool is well known for its pace, soothe in use and easy to reach (Asur&Huberman, 2010), thus it has eased human beings to interact with one another through the use of the Internet. Internet User Survey (IUS) 2017 showed that in Malaysia, primary school pupils have covered 0.9% of Internet users (MCMC, 2017). IUS 2018 (MCMC, 2018) showed that a percentage of Internet users in Malaysia increased by 10.5%, from 76.9% in 2016 to 87.4% in 2018. In addition, the Internet functions as the central means for Malaysians in social partaking (MCMC, 2018). IUS 2017 and 2018 showed the percentage of 89.3% (MCMC, 2017) and 85.6% (MCMC, 2018), respectively on visiting social networking platform, while Facebook (MCMC, 2017; MCMC, 2018) and WhatsApp (MCMC, 2018) were the greatest favored by Malaysians as their communication and social networking medium. IUS 2017 (MCMC, 2017) and IUS 2018 (MCMC, 2018) found out that the most favoured device used by users to access the Internet in Malaysia was the smartphone which brought up the percentage of usage of 89.4 % and 93.1 %, respectively.

SM has been a topic of discussion in researches for its functions to its users. SM is well-known for the qualities that it has. SM is about participation, collaboration, interactivity, communication, community-building, sharing, networking, creativity, distribution, flexibility, and customization (Poore, 2016). SM functions as a medium for individuals to present themselves and maintain connections with others (Ellison, Steinfield&Lampe, 2007), search for the information, share and offer or consider thoughts, seek enjoyment through related websites, and be liable to their relationship in dissimilar manners (Manning, 2014). Instead of being used as a contact network, Facebook can be used to communicate, share videos and chat (Roopchund, Ramesh &Jaunky, 2019), and it also serves its purpose on the academic side (Asur&Huberman, 2010). Since its introduction in 2004 (National Academies of Science, Engineering, and Medicine, 2012), Facebook has enticed millions of users to integrate it into their daily routines (Boyd & Ellison, 2007). A salesperson of Response Mine Interactive Agency, Allison Bahm sees Facebook as a tool that keeps the information flow more open and allows for a much deeper relationship than email (Qualman, 2009). Statistics showed that as of the first quarter of 2019, Facebook had 2.38 billion monthly active users (Statista, 2019). The number of active Facebook users had exceeded one billion in the third quarter of 2012, making it the first social network to do so (Statista, 2019). Twitter which is also called a micro-blogging site allows its users to post comments and web links in a format limited to 140 characters (National Academies of Science, Engineering, and Medicine, 2012).

As social media is a tool that is easy to reach, its users can reach the information at a great speed. According to Democratic political consultant Joe Trippi, Obama campaign-related videos accumulated 14.5 million hours of viewing on YouTube (Needle, 2008). He further added by estimating that 14.5 million hours of viewing on YouTube would have cost \$47 million to buy on television or about half the amount the McCain campaign received in public financing (Needle, 2008). Back to the Internet, Ariana Huffington of the liberal, Huffington Post Website claimed that Barack Obama would not be President or even the democratic nominee if not for the Internet (Needle, 2008).

In education, SM also serves its purposes to enhance and develop pupils' writing skills when using English. This turns back to pupils' perception of SM and how they consider SM can help them to write better in English. On any given day, as reported in one Common Sense report (Noonoo, 2017), around 60% of young people use SM and they spend an average of two hours on SM like Instagram, Facebook, Snapchat and Twitter. In consequence, all of them are having a big impact on the way they engage with the written word on SM.

RESEARCH QUESTIONS

Therefore, this research serves as a platform to investigate the use of SM among primary school pupils in a rural area school in Sarawak, Malaysia. Specifically, these research questions have guided this research:

1. To what extent do Year 5 pupils have access to ICT tools?
2. To what extent the use of social media among Year 5 pupils?
3. What are the competency levels of Year 5 pupils in using social media?
4. What are the factors that affect the use of social media among Year 5 pupils?
5. What are Year 5 pupils' perceptions towards the use of English in writing on social media?

LITERATURE REVIEW

A. Social media (SM)

Social media (SM) has been defined in various definitions. SM encompasses all those forms of digital technology (Poore, 2016) that allow a two-way flow of interactive participation (Manning, 2014). It also refers to web-based internet site (Joosten, 2012) for people to create profiles and extend relationship (Boyd & Ellison, 2007), a platform to facilitate social participation (Roopchand, Ramesh & Jaunky, 2019) or interaction in many ways (Joosten, 2012), and a social tool for sharing (Poore, 2016), imparting or exchanging information (Bowie, 2012) or content (Poore, 2016). In a study, SM is categorized as online communication where the users create a subject, share it, record it and interact with others to exchange the information at a great measure (Asur & Huberman, 2010). SM which is also appeared as a social network (SN) or social network sites (SNSs) (Boyd & Ellison, 2007) determines the communication manner of people (Jošanov, Pucihar, Vrgović & Marošan, 2016).

The National Academies of Sciences, Engineering, and Medicine defined SM as a sort of web-based applications such as social networking site, Facebook and media- and document-sharing site, YouTube that motivate users to interconnect with others (National Academies of Science, Engineering, and Medicine, 2012). SM allows users to share their understanding, experiences, point of view, and locations with others (National Academies of Science, Engineering, and Medicine, 2012). SM is also described as less expensive compared to traditional media, a medium for multiple opinions instead of one-sided traditional media, a sharing tool not a tool for talking to as in traditional media and making its users as collaborators instead of customers (Funk/Levis & Associates, n.d.).

B. Attitude towards the use of social media (SM)

SM or social networking sites have patronizing children at school level and the increasing use of social networking sites has both benefited and threatened the young minds (Kaur, Bharali & Pradeep, 2012). In a study, the researchers (Kaur, Bharali & Pradeep, 2012) observed that parents and teachers have the perception that such online trends cause diversion on school children in their academic and social life. Thus, based on the results of their study, they suggested that there should be a new interactive structure within the school surrounding for communication and socialization integrated with educational learning (Kaur, Bharali & Pradeep, 2012). Abdulgalil and Abuelgasim (2018) conducted a case study to investigate students' attitudes towards the use of SM for learning purposes. They drew a statement that students who use SM to share knowledge, look for information and try to solve the problems to their learning activities are adopting SM aggressively to perform different activities and tasks in order to enhance their learning. They further added by saying that instructors (in school context: teacher) should understand students' attitudes and expectations towards SM in order to have a clear view on how students use SM in their learning process (Abdulgalil & Abuelgasim, 2018).

In a research which investigated high school students' affordance for social media, their attitudes and beliefs about new technologies, the findings showed that students relied on SM in their daily lives for leisure and social link, and they indicated positive attitudes on the application of SM in education specifically in improving their learning (Mao, 2014). In another research that studied the benefits of Facebook "Friends:" social capital and college students' use of online social network sites, the results suggested that Facebook is really associated in students' efforts to mature and retain the networks of relationship with others in a particular society, which is the college community (Ellison, Steinfield & Lampe, 2007).

C. Social media (SM) in education: Writing

Dialogues focusing on the use of SM for teaching and learning first surfaced at education conferences in late 2009 throughout the United States and worldwide (Joosten, 2012). SM is gaining popularity in education due to several reasons: SM sites see growth and popularity continuously; SM is being used by the students and throughout the society, SM characteristics which are not offered by other learning technologies; and SM advance remold our values and how we think

student learning (Joosten, 2012). In a previous study, it was said that the integration of ICT (in the context of this research: SM) in the teaching of writing encouraged individualizations and cooperation (Mullamaa, 2010), learners' independence (Mullamaa, 2010; Yunus et al., 2013b) and self-discovery skill such as searching for educational related materials online (Yunus et al., 2013b). As a part of ICT, SM supports the learning of writing by motivating and engaging students during the lesson. SM which is defined as a sort of web-based application (National Academies of Science, Engineering, and Medicine, 2012) serves as a web-based environment to support student-centered learning and increase students' motivation (Mullamaa, 2010) in their language learning.

Jeremy Hyler, an eighth-grade English teacher at Fulton Middle School in Michigan asserted that the learners are reading and writing more than ever when they are on SM (Noonoo, 2017). Hyler called the platforms (SM) as the informal spaces where his students write informally on them but he, at the same time wanted his students to understand that they need to learn to write in the formal spaces too. Hyler brought his class to read "The Outsiders" and adapted a sentence for SM like Instagram, Snapchat, Twitter and Facebook. His students enjoyed learning to write using SM and they thought it was better than having a worksheet that is boring or repetitive. This finding supports the stand proposed in the previous study (Jiménez-López & Rodríguez-Campillo, 2016) that SM offers a tool for working on writing strategies and SM is a good tool for teaching writing.

In the previous study (Yunus et al., 2013b), one of the main findings reported on the advantage of using ICT in teaching ESL Writing was ICT motivated students to be creative and learn in an enjoyable environment. The students can write anytime as they can search for a lot of information about each topic on the web. By creating a social group on Facebook, Telegram or WhatsApp, the teacher can share or upload the writing materials which can be in the form of authentic materials such as video or audio materials which can always be referred by the students, anytime and anywhere they would like to do so. Besides, the teacher can also upload the authentic materials in written form such as recipes, articles, advertisements, etc. on SM for the students to read before they come to the class. He then can call up the students to discuss the materials or topics. The students can use the ideas given by their classmates and feedback from the teacher for their writing. Later in the class, the teacher can use these authentic materials in his teaching (Yunus, 2018).

METHODOLOGY

This study was conducted using a survey research design through questionnaires, The Use of Social Media (SM) Among Primary School Pupils constructed through discussion of researchers with reference to past studies. The survey method was employed in this study because it is the appropriate method of collecting quantitative data to serve the aim of the study. A set of questionnaires consists of six parts, namely Part A, B, C, D, E, and F was distributed to 50 Year 5 Pupils in a primary school in a rural area in Sarawak, Malaysia. Part A is meant to collect information on the demographic profile of the respondents. Part B used the Guttman scale (1: Yes, 2: No) to assess respondents' access to ICT tools for each item. Part C adopted the four-point Likert scale (1: Never, 2: Seldom, 3: Sometimes, 4: Always) to assess respondents' use of SM for each item. Part D adopted a five-point Likert scale (1: Not Applicable, 2: Weak, 3: Moderate, 4: Good, 5: Very Good) to assess respondents' competency in SM for each item. Part E adopted four-point Likert scale (1: Strongly Disagree, 2: Disagree, 3: Agree, 4: Strongly Disagree) to assess the factors affecting the use of SM among the respondents for each item and Part F adopted Guttman scale (1: Yes, 2: No) to assess respondents' perceptions towards the use of English in writing on SM for each item. Part A, B, C, D, E, and F, respectively consists of 4, 5, 10, 10, 12 and 10 items which make up to a total of 51 items. Data from this study were analyzed using Statistical Package for the Social Sciences (SPSS).

RESULTS/ DISCUSSION

Table 1 shows the findings for the demographic profiles of the respondents in this study

Table 1: Demographic profile of respondents

Item		Frequency (Percentage)
Gender	Male	24 (48)
	Female	26 (52)
Primary	Five	50 (100)
Locality	Rural	50 (100)
Duration of Use	1-3 years	37 (74)
	4-6 years	13 (26)
	7-9 years	0

As Table 1 shows, 48% of respondents were male pupils and 52% of respondents were female pupils. All of them are Primary 5 pupils and they are currently studying in a rural area primary school. In terms of duration of use of SM, 75% of respondents have been using SM within 1 to 3 years, 26% within 4 to 6 years whereas none of them have been using SM within 7 to 9 years. These findings revealed that most of the respondents began to expose to SM since they were in Primary 3 (9 years old). Table 2 is to answer the first research question: To what extent do Year 5 pupils have access to ICT tools and the findings on access to ICT tools among the respondents.

Table 2: Distribution, frequency and mean on the access to ICT tools

No.	Item	Yes (%)	No (%)	Mean
1	Computer	50 (100)	0	1.00
2	Smartphone	50 (100)	0	1.00
3	IPAD	42 (84)	8 (16)	1.16
4	Internet	50 (100)	0	1.00
5	Using Social Media	50 (100)	0	1.00

As shown in Table II, all 50 respondents (100%) have access to computers, smartphones and the Internet as revealed in the mean score (1.00). The 100% access to the Internet seems to be a good sign for the teachers to use authentic materials in his teaching (Yunus, 2018) in the future. The 100% access to the Internet was possible because of the use of smartphones among the respondents. This supports the findings by IUS 2017 and IUS 2018 that the most favored device used by users to access the Internet in Malaysia was the Smartphone which brought up the percentage of usage of 89.4 % (MCMC, 2017) and 93.1 % (MCMC, 2018), respectively. In terms of using social media, all 50 respondents (100%) considered themselves have access to or been using at least one of the social media. The findings, as revealed in Table II, showed that 84% of the respondents have access to the IPAD whereas 16% were not. The results showed that the IPAD has the highest mean score which means that it is the least ICT tool being accessed by the respondents. This is likely due to the economic background of the respondents' family. Findings in Table 3 are to answer the second research question: To what extent the use of social media among Year 5 pupils? Table 3 presents the use of SM among the respondents.

Table 3: Distribution, frequency and mean on the use of social media (SM)

No.	Item	Never (%)	Seldom (%)	Sometimes (%)	Always (%)	Mean
1	Facebook	7 (14)	9 (18)	29 (58)	5 (10)	2.64
2	Twitter	48 (96)	1 (2)	1 (2)	0	1.06
3	Wechat	24 (48)	18 (36)	7 (14)	1 (2)	1.70
4	LINE	50 (100)	0	0	0	1.00
5	Instagram	13 (26)	12 (24)	18 (36)	7 (14)	2.38
6	YouTube	0	6 (12)	14 (28)	30 (60)	3.48
7	Whatspp	1 (2)	5 (10)	11 (22)	33 (66)	3.52
8	Telegram	48 (96)	0	2 (4)	0	1.08
9	TikTok	17 (34)	20 (40)	5 (10)	8 (16)	2.08
10	Snapchat	24 (48)	9 (18)	8 (16)	9 (18)	2.04

In general, the findings illuminated that the majority of the respondents (98%) used WhatsApp with the highest mean score (3.52). This high percentage was due to the usage of WhatsApp groups for two main purposes: between class teacher and parents which is for the class teacher to inform the parents about information related to school; and between-subject teacher and pupils which is for the pupils to discuss their homework with the subject teacher or classmates. Based on Table 3, YouTube denoted the second highest mean score (3.48). However, it has the highest percentage of SM used by the respondents (100%). It was probably because the pupils were given the chance to watch YouTube during the ICT class and they were allowed, with supervision from teacher or computer technician to watch YouTube in the computer lab after school. Meanwhile, Facebook denoted the third highest mean score (2.64) with 86% of the respondents were using it. The findings on high percentages on the use of Facebook and WhatsApp in this research support the findings by IUS 2017 and IUS 2018 in which it was stated that Facebook (MCMC, 2017; MCMC, 2018) and WhatsApp (MCMC, 2018) were the greatest favored by Malaysians as their communication and social networking medium. LINE was the social media that the respondents never use and it appeared to have the lowest mean score. This is probably due to the reason that the respondents did not have or have not yet downloaded this app in their smartphones. Findings tabulated in Table 4 are to answer the third research question: What are the competency levels of Year 5 pupils in using social media? Table 4 illustrates the findings on the competency of respondents in SM.

Table 4: Distribution, frequency and mean on respondents' competency in social media (SM)

No.	Social Media	Not Applicable (%)	Weak (%)	Moderate (%)	Good (%)	Very Good (%)	Mean
1	Facebook	7(14)	7(14)	20(40)	14(28)	2(4)	2.94
2	Twitter	48(96)	0	0	2(4)	0	1.12
3	Wechat	24(48)	5(10)	12(24)	9(18)	0	2.12
4	LINE	50 (100)	0	0	0	0	1.00
5	Instagram	13(26)	6(12)	10(20)	18(36)	3(6)	2.84
6	YouTube	0	1(2)	8(16)	21(42)	20(40)	4.20
7	WhatsApp	1(2)	1(2)	9(18)	12(24)	27(54)	4.26
8	Telegram	48(96)	0	0	1(2)	1(2)	1.14

9	TikTok	17(34)	9(18)	11(22)	9(18)	4(8)	2.48
10	Snapchat	25(50)	6(12)	10(20)	9(18)	0	2.06

The findings indicated that the respondents have the competency (moderate, good and very good) in using WhatsApp (96%), YouTube (98%) and Facebook (72%) compared to other social media. This is probably due to the reason that pupils have a longer time to spend on these three social media. The findings tabulated in Table 4 also showed that LINE (100%), Telegram (96%) and Twitter (96%) were three SM that denoted the high percentage of respondents who were not applicable or not having competency whereas none of the respondents are applicable in using YouTube. Thus, it may be concluded that all respondents watched YouTube and they have competency in using YouTube at least at the weak level (2%). This is not a surprise because none of the respondents who never watched YouTube as tabulated in Table 3. Findings on the factors affecting the use of SM among the respondents were tabulated in Table 5. These findings are to answer the fourth research question: What are the factors that affect the use of social media among Year 5 pupils.

Table 5: Distribution, frequency and mean on factors affecting the use of social media (SM)

No.	Item	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Mean
1	I use SM to communicate with my friends	0	0	17(34)	33(66)	3.66
2	I use SM to communicate with my family	0	0	11(22)	39(78)	3.78
3	I use SM to learn new things	0	1(2)	26(52)	23(46)	3.44
4	I use SM to follow my favourite artists	16(32)	7(14)	6(12)	21(42)	2.64
5	I use SM to learn English	2(4)	1(2)	13(26)	34(68)	3.58
6	I use SM to fill my free time	0	1(2)	30(60)	19(38)	3.36
7	I use SM to gain knowledge	0	0	29(58)	21(42)	3.42
8	I use SM to follow the current trend (fashion, movie, music)	2(4)	0	24(48)	24(48)	3.40
9	I use SM because my friends use it	11(22)	22(44)	16(32)	1(2)	2.14
10	I use SM to do business	30(60)	20(40)	0	0	1.40
11	I use SM because it is easy to use	1(2)	2(4)	24(48)	23(46)	3.38
12	I use SM because it is useful to me	0	1(2)	9(18)	40(80)	3.78

Generally, all 50 respondents agreed and strongly agreed that they used SM to communicate with their friends and family and to gain knowledge. The 100% use of SM to gain knowledge among the respondent implied that they were able to make use of the ICT to search for information and to upgrade their knowledge. Cited from Lowther et al. in Fu (2013), this kind of learner possesses the autonomy characteristic which means that they can be in charge of their learning through ICT (Fu, 2013). Other factors that almost reach up to 100% (98%) for “Agree and Strongly Agree” are “I use SM to learn new things”, “I use SM to fill my free time” and “I use SM because it is useful to me.” These findings revealed that one respondent (2%) disagreed (Disagree or Strongly Disagree) for each item in this part. Overall, as indicated in Table 5, most of the respondents (94% - 98%) agreed and strongly agreed with six factors that have affected them to use SM. The findings also indicated that none of the respondents agreed that they used SM to do business. This is probably because the respondents are at a very young age to get involved in online business. Apart from that, they are not exposed to online business due to no need to do so. The 32% of “Strongly Disagree” for item “I use SM to follow my favorite artists” was from the female respondent the most, based on the information gathered in the questionnaire.

Table 6 is meant to collect data on respondents’ perceptions of the use of English writing on SM. The findings are to answer the fifth research question: What are Year 5 pupils’ perceptions towards the use of English in writing on social media? Specifically, it focuses on how SM helps the respondents to write better in English.

Table 6: Distribution, frequency and mean on perceptions towards the use of English in writing on social media (SM)

No.	Items	Yes (%)	No (%)	Mean
1	I prefer to use English when using SM.	37(74)	13(26)	1.26
2	I like using English when posting anything on SM.	40(80)	10(20)	1.20
3	I feel comfortable to write in English on SM.	34(68)	16(32)	1.32
4	I feel awesome when using English on SM.	36(72)	14(28)	1.28
5	I improve my English from the corrections that my friends have made on my postings on SM.	27(54)	23(46)	1.46

6	I discuss with my friends about postings that I have read on SM.	44(88)	6(12)	1.12
7	I refer to the dictionary before posting anything on SM.	23(46)	27(54)	1.54
8	I believe SM is one of the best ways to practice English.	47(94)	3(6)	1.06
9	I am confident to correct my friends' English grammar mistakes on SM.	14(28)	36(72)	1.72
10	I like to copy the interesting words, phrases or sentences from SM in my book.	30(60)	20(40)	1.40

Based on Table 6, it can be seen that most of the respondents (54% - 94%) responded positively to the items. The findings also revealed that 94% of the respondents believed that SM is one of the best ways to practice English, specifically in writing which with a mean score (1.06). In greater details, it was found that the respondents (60% - 80%) considered themselves: prefer to use English; like using English; feel comfortable and awesome to write in English on SM; and like to copy the interesting words, phrases or sentence from SM in their books. The 60% of the respondents that considered themselves "like to copy the interesting words, phrases or sentences from SM in my book" implied that the respondents were able to rule their learning strategy. It showed that the respondents were able to take control of their learning through the use of ICT (Yunus&Suliman, 2014) which was the social media itself. Based on the findings, it was found that only 28% of the respondents felt confident to correct their friends' English grammar mistakes on SM, which with a mean score (1.72). This is likely due to the reason that the respondents do not have the confidence in their ability or grammar knowledge to correct their friends' English grammar mistakes on SM.

CONCLUSION

The research findings denoted that the respondents liked to discuss with their friends about what they have read on SM. It is a healthy habit as it encourages the respondents to think and allows them to share and exchange ideas. The range (60% - 80%) of respondents or more than half of the total number of respondents showed positive perceptions for 5 items on writing in English on SM. Though item 10 has the lowest number of respondents among these 5 items, it signified that the respondents did some writings when they were on SM. Thus, English teachers can benefit from this special interest of respondents to help them to develop and enhance their writing skills. The English teachers can assign the respondents to choose topics from SM for a writing lesson. This will surely motivate the respondents to write better in English. Also, this teaching and learning strategy make the respondents aware of the resources they can use for learning (Yunus, Lubis & Lin, 2009). On the other hand, by copying interesting words or phrases from SM in their books, the respondents can enrich their vocabulary. The respondents later can find the meanings of these words or phrases from the dictionary and reread them during their free time or refer to their book whenever they see these words or phrases on SM. In a previous study in 2013, the findings indicated that ICT could help students to improve their vocabulary and enable them to find out the meanings of the words they have read (Yunus et al., 2013a).

As a part of ICT, SM can be effective learning tools (Yunus et al., 2013a), especially for writing. ICT serves its purpose as a tool to help revamp the quality of teaching and learning (Yunus & Suliman, 2014). The learning process should be able to serve students' active participation as this will influence students' motivation and spirit to continue learning. This comment is in line with the findings of the previous research where it was said that the integration of ICT in the active learning process has positively influenced learning awareness among the learners (Kean, Embi & Yunus, 2012). In a previous study, it is stated that teachers, first need to change the students' perceptions and attitudes towards ICT (Yunus, Lubis & Lin, 2009). The negative factors to use SM should be decreased so that the learning increases. English teachers must look for measures that can help in enhancing the learning of the respondents especially on writing in English using SM as one of the resources. Since the respondents were exposed to several SM, the teacher can benefit SM as one of the learning tools as based on the previous study which reported that ICT enhanced the teaching process, thus it could help teachers to meet their teaching objectives (Yunus et al., 2013b). The rapid growth of technology advancement in Malaysia has changed the environment of education from traditional methods into a modern method which is e-learning (Yunus et al., 2010). With the 100% access to the computer, Smartphone, Internet and social media among the respondents in this study, then it should not be a big problem for the English teacher to start a new teaching and learning strategy to teach writing.

LIMITATION AND STUDY FORWARD

The access to SM among pupils is limited due to the demographical factors which are not mentioned in this study. Based on findings in Table 4, future research should study how pupils could benefit SM with a higher mean of competency in their language learning especially in writing.

APPLICATION OF THE STUDY

The research findings can be referred by other researchers especially teachers who conduct researches of the same field. Apart from that, these findings can be a source of information and reference to the researchers who conducted researches on the use of social media (SM) among pupils in both rural and urban primary school(s) nationally or internationally and wanted to do the comparison.

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