

LEARNING ACTIVITIES BASED ON SOCIAL CONSTRUCTIVISM THEORY  
TO PROMOTE SOCIAL INTERACTION AND STUDENT'S PERFORMANCE  
THROUGH SOCIAL MEDIA (EPSISM)

NURULHUDA BINTI UMAR

A project report submitted in fulfilment of the  
requirements for the award of the degree of  
Master of Education (Educational Technology)

School of Education  
Faculty of Social Sciences and Humanities  
Universiti Teknologi Malaysia

FEBRUARY 2021

## **DEDICATION**

This thesis is dedicated to my parents, Mr. Umar and Mrs. Jamilah who continuously provide their moral, spiritual and emotional support. Most importantly, it is also dedicated to my husband, Hajeedar Mohamad, my children Auni Arissa and Aiman Aryan who endlessly supported me and holding my hands throughout this journey.

## **ACKNOWLEDGEMENT**

In completing this project report, I had been supported by many people whom I feel grateful for. My deepest gratitude goes to my Project Supervisor, Senior Lecturer Dr Noor Azean Binti Atan, who encouraged and inspired me to complete the project from day one. All the guidance, encouragement, challenges were all I am thankful for. Without her support, this project report will not as what had been presented here.

I also wish to express my gratitude to the experts, teachers and students that I met and worked with throughout my project execution, friends that share their ideas and encouragement, and family members that helping me endlessly.

## **ABSTRACT**

As language learners in second language context, learning English is deemed to be difficult for students to master. Because of the low proficiency and lack of confidence to use the English language, this contribute to low interaction between student and teacher, student and student as well as interaction towards the learning content itself. Therefore, concern should be given to this matter in order to increase student's proficiency in English language. As for that, through the latest technology development, this research adopting social media platform as a tool to improve student's social interaction in English learning. In a way to improve the potential of this platform, researcher integrated Social Constructivism Theory by Vygotsky (1978), in promoting the student's social interaction that eventually able to improve student's performance in the language. According to Karen Swan (2002), social interaction through online technology supported in three perspectives which are student-teacher, student-student and student-learning content interactions, while the student's performance was evaluated through their writing skill. In this research, social media Facebook, WhatsApp and Google Meet had been implemented in a qualitative research design which involved 6 stage 2 primary students that had been chose through purposive sampling for 5 weeks learning. Observation through video towards student's interaction in social media and learning activities as well as document analysis had been the instruments for data collection in this qualitative research. From the findings, it shows that learning activities based on Social Constructivism Theory through social media able to help improving and increasing the social interaction between student-teacher, student-student as well as student-learning content which eventually able to improve the student's performance in English language. As the conclusion, by integrating social media, it can help to increase the social interaction not only between teacher and peers, but also towards the learning content which had contribute to the increasing of performance in English language.

## ABSTRAK

Pembelajaran Bahasa Inggeris (BI) sebagai Bahasa kedua sering dilihat sebagai sebuah matapelajaran yang sukar untuk dikuasai. Disebabkan pencapaian yang lemah dalam pembelajaran, serta tiada keyakinan dalam menggunakan Bahasa Inggeris, hal ini menyumbang kepada interaksi yang rendah antara pelajar dengan guru, pelajar dengan rakan lain serta pelajar terhadap kandungan pembelajarannya. Oleh demikian, keperluan dalam meningkatkan interaksi pelajar dalam pembelajaran Bahasa Inggeris ini perlu diberi perhatian bagi meningkatkan penguasaan berbahasa Inggeris mereka. Justeru, menerusi perkembangan teknologi masa kini, penyelidikan ini menggunakan platform media sosial dalam meningkatkan interaksi pelajar dalam pembelajaran Bahasa Inggeris. Dalam menambahbaik potensi penggunaan platform ini, penyelidik mengintegrasikan Teori Konstruktivism Sosial oleh Vygotsky (1978), dalam membentuk interaksi sosial pelajar seterusnya membantu kepada peningkatan pencapaian mereka dalam Pembelajaran Bahasa Inggeris. Menurut Karen Swan (2002), interaksi sosial menerusi teknologi dalam talian menyokong kepada 3 perspektif iaitu interaksi pelajar-guru, pelajar-pelajar dan pelajar-kandungan-pembelajaran, manakala pencapaian pelajar dilihat menerusi kemahiran menulis mereka. Justeru kajian ini mengimplementasikan sosial media iaitu aplikasi Facebook, WhatsApp dan Google Meet dalam Pembelajaran Bahasa Inggeris berdasarkan rekabentuk kajian kualitatif yang melibatkan enam pelajar tahap dua sekolah rendah, dipilih secara pesampelan bertujuan selama lima minggu pembelajaran. Pemerhatian melalui rakaman video terhadap interaksi pelajar menerusi media sosial serta aktiviti pembelajaran bersama analisis dokumen telah menjadi instrumen dalam pengumpulan data kualitatif kajian ini. Dapatan kajian menunjukkan aktiviti pembelajaran BI berdasarkan Teori Konstruktivism Sosial melalui media sosial, membantu dalam meningkatkan interaksi sosial antara pelajar-guru, pelajar-pelajar dan pelajar-kandungan-pembelajaran, dan seterusnya memaparkan peningkatan pencapaian dalam penulisan Bahasa Inggeris mereka. Kesimpulannya, dengan mengintegrasikan media sosial, dapat membantu mempertingkatkan interaksi sosial pelajar bukan sahaja dengan guru dan rakan, malah terhadap kandungan pembelajaran sehingga mampu meningkatkan pencapaian dalam pembelajaran BI pelajar.

## TABLE OF CONTENT

<b>CHAPTER</b>	<b>TITLE</b>	<b>PAGE</b>
	<b>DECLARATION</b>	<b>iii</b>
	<b>DEDICATION</b>	<b>iv</b>
	<b>ACKNOWLEDGEMENT</b>	<b>v</b>
	<b>ABSTRACT</b>	<b>vi</b>
	<b>ABSTRAK</b>	<b>vii</b>
	<b>TABLE OF CONTENT</b>	<b>viii</b>
	<b>LIST OF TABLES</b>	<b>xii</b>
	<b>LIST OF FIGURES</b>	<b>xiv</b>
	<b>LIST OF APPENDICES</b>	<b>xvii</b>
<b>CHAPTER 1</b>	<b>INTRODUCTION</b>	<b>1</b>
1.1	Introduction	1
1.2	Problem Background	2
1.2.1	Integrating social media in learning English	3
1.2.2	Social Interaction in English through Social Media	5
1.2.3	Promoting Social Interaction to Improve Student's Performance in learning English	7
1.2.4	Developing Student's Social Interaction and Performance using Social Constructivism Theory	8
1.2.5	Promoting student's performance in learning English through social media.	10
1.3	Problem Statement	11
1.4	Objective of the Study	12
1.5	Research Questions of the Study	13
1.6	Purpose of the Study	13
1.7	Research Conceptual Framework	15
1.8	Significance of the Study	16

1.9	Research Scope	17
1.10	Definition of Terms	17
1.11	Conclusion	19
<b>CHAPTER 2</b>	<b>LITERATURE REVIEW</b>	<b>21</b>
2.1	Introduction	21
2.2	English Performance in Learning English	21
2.2.1	Learning English through Online Technology	22
2.2.2	Learning English through Social Media Environment	23
2.3	Student's Social Interaction in Learning English	27
2.4	Social Constructivism in English Learning Activities through Media Social	32
2.4.1	Social Constructivism in Technology Enhanced English Learning Environment	32
2.4.2	Social Constructivism in Social Media Learning Environment	34
2.5	Learning English through Technology	38
2.5.1	Technology based environment	38
2.5.2	In Social Media based Environment	39
2.6	Preliminary Study	43
2.7	Instructional Design	44
2.8	Conclusion	46
<b>CHAPTER 3</b>	<b>RESEARCH METHODOLOGY</b>	<b>47</b>
3.1	Introduction	47
3.2	Research Design	47
3.2.1	Case Study Research Phases	48
3.2.2	Implementation of Formative Evaluation	49
3.2.3	Implementation of Summative Evaluation	49
3.3	Research Procedures	50
3.4	Sample and Population	52
3.5	Research Instrument	53
3.5.1	Development of learning activities based on Social Constructivism Theory to promote	

	Social Interaction and Student's Performance (EPSISM)	53
3.5.2	English Learning Activities to Promote Social Interaction through Social Media	54
3.5.3	English Learning Activities to Promote Student's Performance through Social Media	54
3.5.4	Instrument Validity and Reliability	55
3.6	Data Analysis Method	55
3.6.1	Data Analysis on English Learning Activities to Promote Social Interaction through Social Media	57
3.6.2	Data Analysis on English Learning Activities to Promote Student's Performance through Social Media	57
3.7	Validity and Reliability for Qualitative Data	58
3.8	Conclusion	59
<b>CHAPTER 4</b>	<b>PROJECT DESIGN AND DEVELOPMENT</b>	<b>61</b>
4.1	Learning Activities based on Social Constructivism theory principles to promote social interactions and student's performance (EPSISM) design.	61
4.1.1	Learning Content Design and Development	62
4.1.2	Social media platforms development for learning activities based on Social Constructivism theory to promote social interaction and student performance.	72
4.2	Learning Activities Validation	77
4.3	Conclusion	78
<b>CHAPTER 5</b>	<b>DATA AND ANALYSIS</b>	<b>79</b>
5.1	Data analysis on effects of learning activities towards social interactions.	79
5.1.1	Data analysis on effects of learning activities towards social interactions in Activity 1.	80
5.1.2	Data analysis on effects of learning activities towards social interactions in Activity 2	95
5.1.3	Data analysis on effects of learning activities towards social interactions in Activity 3.	112



5.2	Data analysis on effects of learning activities towards student's performance.	129
5.2.1	Data analysis on effects of learning activities towards Student A's performance.	129
5.2.2	Data Analysis on effects of learning activities towards Student B's performance	132
5.2.3	Data analysis on effects of learning towards Student C's performance.	135
5.2.4	Data analysis on effects of learning activities towards Student D's performance.	137
5.2.5	Data analysis on effects of learning activities towards Student E's performance.	140
5.2.6	Data analysis on effects of learning activities towards Student F's performance.	142
5.3	Conclusion	146
<b>CHAPTER 6</b>	<b>CONCLUSION</b>	<b>147</b>
6.1	Introduction	147
6.2	Design of Learning Activities based on Social Constructivism Theory towards Social Interactions	147
6.3	The effect of learning activities based on Social Constructivism Theory towards social interactions	149
6.3.1	Social Interaction in Activity 1	149
6.3.2	Social Interaction in Activity 2	150
6.3.3	Social interaction in Activity 3	151
6.3.4	Conclusion on Social Interaction in Activity 1, Activity 2 and Activity 3.	152
6.4	The effect of learning activities based on Social Constructivism Theory towards student's performance.	153
6.5	Implication of Research Findings	155
6.6	Recommendations for Future Research	156
6.7	Conclusion	157
<b>REFERENCES</b>		<b>159</b>

## LIST OF TABLES

<b>TABLE NO.</b>	<b>TITLE</b>	<b>PAGE</b>
Table 2.1	Previous Studies on Student’s Performance in Learning English through Technology	25
Table 2.2	Previous Studies on Social Interaction through Social Media	30
Table 2.3	Characteristics of Social Media and Social Constructivism adopted from Bonzo and Parchoma (2010)	34
Table 2.4	Research on Social Constructivism in teaching and learning	37
Table 2.5	Previous Studies English Learning through Technology	42
Table 3.1	Research Participant’s Background	53
Table 3.2	The division of Qualitative Research Design	56
Table 4.1	Learning Activities Timeline	62
Table 5.1	Student’s Responses for Clip 1	98
Table 5.2	Student’s Responses for Part 2	100
Table 5.3	: Student’s Responses on Part 3	103
Table 5.4	Summary of responses for Activity 3C question.	116
Table 5.5	Student A’s Writing Tasks in Activity 1, 2 and 3	130
Table 5.6	Performance Pattern for Student A’s Writing in Activity 1. 2 and 3	132
Table 5.7	Student B’s Writing Tasks in Activity 1, 2 and 3	133
Table 5.8	Student B’s performance Pattern in Activity 1,2 and 3	135
Table 5.9	Student C’s Writing Task in Activity 1, 2 and 3	135
Table 5.10	Student C’s Performance Pattern in Activity 1,2 and 3	137
Table 5.11	Student D’s Writing Tasks in Activity 1, 2 and 3	138
Table 5.12	Student D’s Performance Pattern in Activity 1, 2 and 3	140
Table 5.13	Student E’s Writing Tasks in Activity 1, 2 and 3	140
Table 5.14	Student D’s Performance Pattern in Activity 1, 2 and 3	142
Table 5.15	Student F’s Writing Tasks in Activity 1, 2 and 3	143



## LIST OF FIGURES

<b>FIGURE NO</b>	<b>TITLE</b>	<b>PAGE</b>
Figure 1.1	Conceptual Framework of Research	15
Figure 2.1	ADDIE Model Phases	44
Figure 3.1	Phases of Case Study Conducted	48
Figure 3.2	Research Implementation Timeline	50
Figure 3.3	Research Phases	51
Figure 4.1	Introduction Post and Student's Responses in Social Media Facebook	63
Figure 4.2	Mind Map Writing Guideline for Activity 1 in Google Meet	65
Figure 4.3	Post on topic Hobby from YouTube Video in Social Media Facebook	66
Figure 4.4	Discussion for Activity 1 Task in Social Media Facebook	66
Figure 4.5	YouTube Video Used for Activity 2 in Social Media WhatsApp	68
Figure 4.6	Activity 2 in social media WhatsApp	68
Figure 4.7	Quiz for Activity 2 in Social Media WhatsApp	69
Figure 4.8	Discussion Post with Video for Activity 2 in social media Facebook	70
Figure 4.9	Discussion on Boba Drinks in Social Media Facebook	72
Figure 4.10	Social Media Facebook Group Development	73
Figure 4.11	Social Media WhatsApp group Development	75
Figure 4.12	Social Media WhatsApp Link for Students	75
Figure 4.13	WhatsApp Group Invitation	76
Figure 4.14	The usage of emoticons and GIF in the WhatsApp	76
Figure 4.15	User friendly functions in Google Meet	77
Figure 5.1	Student's responses on their hobby in Google Meet	83
Figure 5.2	Whiteboard of new vocabularies	85
Figure 5.3	Student A and Student B Mind Maps	85

Figure 5.4	Social Interaction Ratio in Phase 1 Activity 1	87
Figure 5.5	Facebook Post on Activity 1 Learning Content Video	89
Figure 5.6	Facebook Post on Activity 1 Task	90
Figure 5.7	Facebook comment from the Teacher	90
Figure 5.8	Student A Task for Activity 1 on Facebook	91
Figure 5.9	Student B Task for Activity 1 on Facebook	91
Figure 5.10	Student C Task for Activity 1 on Facebook	92
Figure 5.11	Student D Task for Activity 1 on Facebook	92
Figure 5.12	Student E Task for Activity 1 on Facebook	93
Figure 5.13	Student F Task for Activity 1 on Facebook	93
Figure 5.14	Social Interaction Ratio in Phase 2 Activity 1	94
Figure 5.15	Introduction for Activity 2 in Social Media WhatsApp	97
Figure 5.16	Part 1 Clip Responses	98
Figure 5.17	Quiz 1 Question and Responses	99
Figure 5.18	Teacher’s Feedback and Responses for Part 1	99
Figure 5.19	Part 2 Clip Responses	100
Figure 5.20	Student’s Justification in Part 2 Clip	101
Figure 5.21	Quiz 2 Question and Responses	101
Figure 5.22	Student’s Prediction for Part 3 Clip.	102
Figure 5.23	Part 3 Clip and Responses	103
Figure 5.24	Quiz 3 Question and Responses	104
Figure 5.25	Part 4 clip, Question 4 and responses	105
Figure 5.26	Ending Prediction Responses	105
Figure 5.27	Question 5 and Reflection on Clips of ‘Life Cycle of a Plant’	106
Figure 5.28	Social Interaction Ratio in Phase 1 Activity 1	107
Figure 5.29	Activity 2A in Social Media Induction Set Post and Responses	109
Figure 5.30	Activity 2B Facebook Post	110
Figure 5.31	First writing on ‘Life cycle of a Plant’	110

Figure 5.32	Discussions on Plant Life Cycle Stages in Social Media Facebook	111
Figure 5.33	Social Interaction Ratio in Phase 2 Activity 2	112
Figure 5.34	Google Meet Whiteboard of Boba Drink writing	117
Figure 5.35	Social Interaction Ration in Phase 1 Activity 3	119
Figure 5.36	Activity 3A induction post in Social Media Facebook	121
Figure 5.37	Activity 3B Facebook Post on Boba Drinks	122
Figure 5.38	Activity 3B discussion on Boba drinks in Social Media Facebook	122
Figure 5.39	Activity 3C Task on Social Media Facebook Post	123
Figure 5.40	Student A and Student B Activity 3 Writing on Social Media Facebook	124
Figure 5.41	Student C and Student D Activity 3 Writing on Social Media Facebook	125
Figure 5.42	Student E and Student F Activity 3 Writing on Social Media Facebook	126
Figure 5.43	Social Interaction Ratio in Phase 2 Activity 3	127
Figure 5.44	Social Interaction Ratio Pattern in Activity 1,2 and 3	128
Figure 5.45	Performance Ratio Pattern for Overall Activities	145

## LIST OF APPENDICES

<b>APPENDIX</b>	<b>TITLE</b>	<b>PAGE</b>
A	CONTENT VALIDATION BY EXPERT A	170
B	CONTENT VALIDATION BY EXPERT A	172
C	ACTIVITIES IN GOOGLE MEET	174

# CHAPTER 1

## INTRODUCTION

### 1.1 Introduction

ICT had been rapidly grown for the past two decades. Along with this, many scholars had been discussing the importance of integrating ICT in teaching and learning. Numerous studies show that ICT promotes positive impacts in enriching the pedagogy of educators to increase not only on student's performance, but as well as the engagement, motivation and confidence in language learning. In line with Malaysia Education Blueprint (2013-2015) by Government of Malaysia, ICT integration shall be promoted into teaching and learning in school, outlined the 7<sup>th</sup> shifts of the Blueprint which leveraging ICT to scale up quality learning across Malaysia. As how important ICT for interdisciplinary subjects, ICT appeared to enhance the process of learning language (Kabilan *et al.*, 2010). As for that, to support what had been stated in the second shift of the Blueprint that is to ensure the languages proficiency and to encourage every child in learning additional language, therefore, in bracing the government aspiration, integration of ICT with Malay and English languages should be promoted and adopted in teaching and learning environment in school. (Ziden *et al.*, 2012)

As English had been recognized as the most spoken language in the world (Ethnologue.com), it is important to see the means of implementing ICT, not only for Bahasa Melayu but as well as in the second language, English. This concern should be emphasized considering English had been used as the main communication tool in scientific and technological development around the world. By doing so, Malaysian will be ensured to be competent and in line with it, which having said that, it is essential to ensure that no Malaysian will be left behind to learn the language and this had been seen important in the 21<sup>st</sup> century learning environment today.



21st Century learning or more synonymous with PAK 21 has been introduced in Malaysia education system as an initiative to promote student-centred learning in classroom. It is steered by four elements of communication, collaboration, critical thinking, and creativity 4C (GoM, 2012). It is now has been widely promoted and practiced in most schools. Learning environment in the classroom now is more interactive and colourful with interesting learning aids. PAK21 is seems to be the best current approach for students since they have grown up surrounded by ICT tools such as computers, video games, instant messaging and smartphones which lead them to be labelled as ‘digital natives’ (Prensky, 2001).

Web 3.0 and the internet had been dominating by the new generations that been called as digital natives who extensively do their activities around the digital sources including social media platforms (Cramp and Lamond, 2016). Phase 3 of Malaysian Higher Education Programmes (MyHE), encourages dynamic teaching approaches by requiring student exploration of real-world problems and collaboration on social learning platforms (MOHE, 2018). For example, learning through social media platform facilitate the learners with the environment that allow them to access various resources, deepen their experiences and connecting to the online community. This community network that called social media had been one of current trend use of ICT. It offers multiples tools and functions that provides great opportunities to improve learning methods (Rueda, Benitez and Braojos, 2017). Therefore, in learning English, the use of ICT needs to be designed and integrated together, which, the features offered in social media platform show promising benefits for students in improving their performance of the language along with social interaction, not only among peers as well as their teachers (Lu and Churchill, 2014).

## **1.2 Problem Background**

The use of Information, Communication and Technology (ICT) has become essential in teaching and learning as it gives various opportunity for educators to enrich their teaching. This can be done by supplementing educators’ pedagogy with ICT. By referring the previous studies, ICT shows promising benefit not only in learning

Science, Technology, Engineering and Mathematics (STEM) as well as in language subjects. For that reason, in English teaching and learning, the implementation of ICT should be conducted together. Again, this is aligned with Malaysia Education Blueprint (2013-2025) that stressed on the importance of English proficiency along with Bahasa Melayu that been recognized as the Malaysia second language and a compulsory subject teach in both primary and secondary school. (Darmi and Albion, 2013).

A study conducted by David *et al.* (2015), says that the English competence of Malaysian graduates are still not to the standard that been set up despite their English formal learning as long as 11 to 13 years in school. On top of that, only 28% of students achieved a minimum credit in the 2011 SPM English paper against Cambridge 1119 standards which had been highlighted in the Malaysian Education Blueprint and shown a red flag to the issue. Therefore, it is greatly important to make an improvement towards the method and approach of English learning so that the addressed issue can be eventually overcome.

Apparently, the rapid development in ICT offers various methods of language teaching and learning and the use of online platform such social media is gaining tremendous favour with the government of Malaysia (Mansor, 2014). Relevant to the needs of the today's digital natives, the use of social media platform had gain popularity for them to actively communicating and this indirectly strengthen their social interaction (Derakshan and Hasanabbasi, 2015). Apart from that, social interaction is seemed to promote student's performance in learning language by taking advantage of social media ability as an educational tool (Kuruva *et al.*, 2019). Through this platform, educators and learners may connect and interact in a new, exciting way.

### **1.2.1 Integrating social media in learning English**

Social Media is also known as Social Network Sites (SNS) which referred to relationship build among users online, and it is rapidly growing types of digital media. It appears in various forms to bring the users as a community such as YouTube,

Facebook, Twitter, Instagram etc. Through Malaysian Communication and Multimedia Commissioner (MCMC) survey in 2018, the most visited online platforms in Malaysia had been fall into the social based platform which represent the most preferable activities among users. Hence, shown the Internet becoming an essential in daily life.

Yunus *et al.* (2012) stated that English learning in term of vocabulary and writing skills may improve by their engagement on social media such as Facebook and Twitter. Social media can give students fancier interpretation, which can encourage language learning as it can be presented in more than one methodology (Smith *et al.*, 2003). With various tools provided by social media, web sites such as Youtube, Facebook and Twitter provide a platform where users can interact through dialogue, exchange ideas, and find answers to questions, which encourage learners to adopt collaboration and discussion. The wide sources of information, language texts and vocabularies that been provided by social media are beneficial for educators to utilized them in order to enhance their teaching and learning (Cabrera and Lino, 2018). Therefore, integrating social media in language teaching would be helpful for educators to create an environment which promoting student's social interaction and indirectly improving student's performance in English.

Thus, an effective online learning environment should be designed to support the social interaction in order to promote student's performance in learning English. The positive social interaction can be measured by their clarification, question, interpretation and assertion through social media platform by using the second language, English (Idris and Ghani, 2012). Increasing student's confidence level is very important so that they can continue interacting better not only with the teacher and peers but as well as the learning content especially for the passive learners. Consequently, performed learner will indicate that they can learn and apply the second language, English better in classroom alongside their daily life. However, up till today, research that emphasizes on the support of social interaction to increase student's performance in learning through social media platform that had become popular among the students today is seems to be overlooked. Therefore, as the fundamental support towards this issue, a learning design and research on English learning crucially

to be established so that to provide chances and early exposure for students in better interaction through social media platform-based learning.

### **1.2.2 Social Interaction in English through Social Media**

In a traditional classroom, most of the time, students being stressed on learning and absorbing knowledge which resulting to lack of social interaction (Palloff and Pratt, 1999). Social interaction is a dynamic, changing sequence of social actions between individuals or groups. Social interaction has become one of the important elements for learning to occur in the perspective of Social constructivism theory, which will be discussed further in the next subtopic. According to Okita (2012), a learner may benefit from interacting with others in various way. Learner may have better organization of thoughts, reflect on their understanding and realize the hole in their thinking, which all these shows how social interaction plays a vital part in a learner.

In present day, it is common to see students in Malaysia own their electronic devices such as personal computers, tablets and mobile smart phones that had been used not only for academic purpose, as well as their essential devices for communication. Social media is one of the famous platforms among the students which allow them to share their information, common interest and opinions either with their peers or even strangers all around the world. As to that, the English language is seeming to move, and growth aligned to this development. This is happening because of the language that being used in social media are mostly in English. Therefore, the increase use of English among the users of social media had been recognised among non-native speakers (Christison and Murray, 2014). Social media enables the users to share their views with others and make social relations with other users (Gaudeul and Peroni, 2010).

However, in a related study by Aziz (2007), English language learners in Malaysia faced difficulties in communicating the language which caused them nervousness and unable to express their thoughts. For lower achiever students, their

performance in learning English is affected by how frequent they use the language and they tend to resist to involve in classroom activities. Because of that, actions needed to overcome this issue which to increase student's performance in English. Linking it all together, social media appeared to be a promising solution for this issue. It is becoming a convenient tool to promote the use of English as a medium of interaction as well as creating an environment for learners to motivate each other and improving their proficiency. Social Media is supposed to be facilitated to build the basic mental processes in foreign language learning (Mondahl and Razmerita, 2014). The traditional learning environment has now change 'face-to-face' to 'through the screen' style of communication (Kemp, N., and Grieve, R., 2014).

In past studies, researchers recognized the positive perception of students towards social media platforms that been seen as a beneficial tool on improving their experience in learning English (Christison and Murray, 2014). Seeing the positive impacts of teaching and learning activities through social media, many continuous researches been conducted that includes (Kabilan, Ahmad, and Abidin, 2010) research. The study was focusing on Facebook as an online environment to facilitate English learning among Malaysian students. Through the findings, students shown positive opinions on their use of the platform to facilitate the learning in the language as well as blooming their social interaction skills not only with the content as well as with the teacher and their peers which lead to increasing of performance level had been seen as one of the impacts discussed in this study (Kabilan *et al.*, 2010).

Thus, based on the research, Malaysia education environment may as well start to provide a learning that integrating social media platform which had shown the ability to support the development of better student's performance through a positive social interaction.

### **1.2.3 Promoting Social Interaction to Improve Student's Performance in learning English**

In learning second language, students may find difficult to adapt the language as well as their mother tongue language. According to Malani (2015), it is considered a standard for understudies in tertiary levels to have issues communicating and socializing within the English dialect. Therefore, an action should be taken in order to overcome this issue and one of a promising solution is by promoting social interaction in English among the learners. Magnan and Back (2007), in a study stated that, students develop more interest in learning second language by interacting with others. In a conventional classroom, teachers responsible in talking most of the time, which will limit the ability for the students to improve their English. Alvermann and Phelps (2005) suggest that active participation that needed extensive social interactions may help the students to take charge of their leaning and mould them to be a reader, writers, speakers, learners and thinkers throughout the leaning process. This will create a meaningful social interaction with a positive environment and lead to student's performance in the language (Manning and Ray, 1993).

Performed learners are more likely to participate meaningfully in class activities (Siti Maziha, Nik Suryani and Melor, 2010). From previous discussion, it shows that through social media, learners will be able to involve in an environment that make them able to develop positive social interaction among teacher and peers. However, studies on this matter seem to be lacking especially for primary school which seems to show promising benefit if being developed at early years of school life. The development of the learning design should be structured by considering the right learning strategies and tools. By doing so, teachers will be able to encourage continuous interaction among students in learning through social media.

Evidently, in a study by Mason (2006) that stressed on the characteristics of Social Constructivism theory, it has been proven that social media-based learning had shown positive result and impact on student's learning. In spite of that, to relate with Malaysia education learning environment, again, lack of studies conducted in local school that referring to the mentioned strategy which seems to encourage the

development of social interaction and latterly develop student performance in learning English.

#### **1.2.4 Developing Student's Social Interaction and Performance using Social Constructivism Theory**

The central idea of social constructivism is that human learning is constructed, and knowledge is constructed through social interaction and is a shared rather than an individual experience (Vygotsky, 1978). Social constructivism is based on the social interactions a student in the classroom along with his or her own knowledge construction. This view is according to most recognized developmental theories of Vygotsky and Bruner, and Bandura's social cognitive theory (Shunk, 2000).

According to Vygotsky, there are three principles mentioned in this theory order for learning to happen:

- i. Knowledge is constructed through human activity
- ii. Individuals create meaning through their interaction with others and the environment they live in.
- iii. Learning is social and active and it only occurs when individuals are engaged in social activities.

In this theory, it highlighted how collaborative activities are important in developing the cognitive skill for learners, hence, social interaction plays a vital role for the process (Vygotsky, 1978). Relating to Malaysia Education, PAK21 learning promotes technology to be integrated in the learning approaches that able to achieve the mentioned statement. Instead of performing activities that is more to individual, learners should be encouraged to work together in completing their task. Due to different level of performance among learners, by applying the theory, it will be able to shift the learner's way of solving problems by accepting different point of views among the peers. This is aligned to the study by (Woo and Reeves, 2007). Vygotsky believed that knowledge is formed when there is social interaction (Vygotsky, 1978).

In applying the theory, the role of teacher in learning is seemed to be shifted from teacher-centered to student-centered where learners are expected to construct their own knowledge by the guidance of teacher (Watson, Judith, 2001). In a study, it was revealed that an indicator of learners constructing their knowledge shown when they are engaged in a social interaction through discussion, reflection, creative thinking and cooperation (Idris and Ghani, 2012). In such environment, production of new knowledge together with existing knowledge created a meaningful learning for learners. Another study discloses that by fostering Social Constructivism theory in social media-based learning able to facilitate and giving better teaching and learning experiences as the results of innovative ways that being achieved by tapping into digital styles (Rasiah, 2014).

In learning English, social interaction may help students to gain more vocabularies as they tend to listen and learn from each other conversation in the classroom. According to Abdul Gafoor and Remia (2013), to perform better in the language, learners need to be prepared with wide range of vocabulary which with this, it enabled the learners to express their thinking and motivates them to use the language in their communication. Because of the salient features of social constructivism, the theory seems appropriate in English teaching and learning for low achiever as they can experience learning in enjoyable manner and help them to gain confidence through activities that promotes social interaction. It will remove their hesitation and increase their performance during communication in as it is a strategy to gather the different abilities of students into groups and their performance being judge as a group instead of individually (Stavin, 2000).

Therefore, it is important to acknowledge the nature of interaction within Social Constructivism theory in order to achieve the impact of interacting online. By doing so, the meaningful and have context learning which had been emphasized in the theory's principle can be achieved. However, with the face to face classroom, social interaction is less being promoted and this can lead to low learning participation. Thus, with the characteristics of social media that seem aligned with the principles of Social Constructivism theory, it seems to be useful for developing a learning activity that applying both elements. This approach has a goal which to help students learn in



constructing their own knowledge by interacting with each other and consequently increasing their learning performance. Unfortunately, studies on how social interaction can promote student's performance in learning English by adapting Social Constructivism framework is very likely to be seen. By looking at the issues discussed above, with a supplementing teacher's pedagogy with the right strategy and tools, social media is seem to help the educators in enhancing their teaching and learning which not only fun and interactive but as well as giving positive impacts on learners.

### **1.2.5 Promoting student's performance in learning English through social media.**

Learner's performance in learning English had been issue from before as there were many researchers studied the relation. (Thang, Ting and Nurjanah, 2011) in a study found a similar results student with high level social interaction will perform better in learning. Performance in an individual is the achievement of one's made in an area, which in this context, mastering the second language. Hence, it is important to find the necessary steps for the solution above since performance is seemed to become a motivation for the learner to actively participate in the language learning (Nimishaberi, and Abdul, 2018).

In the context of learning English language, by integrating social media in learning, learners are encouraged to communicate more in English compared to their first language due to the needs of active participation (Idris and Ghani, 2012). Looking at the growing collection of research proves, social media such Facebook, YouTube and Twitter promote students' performance by providing the environment which allow students to socially interact in forms of information sharing, discussions and debates. Educators may take advantage of the functions in these social media platforms for creating dynamic interaction between teacher and students as well as among peers. Integrating the social media-based learning could help learners to perform by being surrounded in a supportive peer community in learning English. (Akhiar, Mydin, and Adi Kasuma, 2017).

However, in current teaching and learning environment, there has been no research that promotes social media as a social interaction tool to develop student's performance, focusing on primary students in English learning. As discussed in the topic, there are many benefits of applying social constructivism theory to promote the social interaction which eventually will help the students to perform better in English learning. By taking advantage of the functions provided in social media, it seems that may benefit to overcome the problem issued above.

### **1.3 Problem Statement**

The use of ICT has grown tremendously for current education environment at all levels. Malaysia Ministry of Education (MOE) had been promoting the usage of ICT in classroom. In present, online platforms such as social networks, blogs, and e-learning gain popularity in assisting learning due to their multi functions provided. Knowing that the current generation is a digital native, and social media had a big influence in their communication, social media seems to offer promising benefits for English learning.

By applying social constructivism theory principles, social interaction will be the important element in developing English learning performance. This can be achieved by promoting social interaction among teacher and students in the learning activities in the social media. Social interaction in social media facilitates the sharing of ideas, thoughts, and information through the building of virtual networks and communities.

However, in current time, social interaction is less being promotes as a method in enhancing teaching and learning. As language learners in second language context, learning English is deemed to be difficult for students, especially to those who low achievers in learning. In the classroom, this group of students show reluctance in the activities mostly because of their low performance in the language.

Therefore, to overcome the issue, an ideal learning strategy will help educators to enhance their teaching and learning by taking into consideration the relationship between technology integrating based learning with social interaction and learning performance among students. Apparently, supplementing teaching and learning with technology may help to overcome the issue. Specifically, social media platform like Facebook may help to create an efficient social interaction environment. By creating an environment that requires students to interact, this may help them to improve their performance in delivering their knowledge and ideas by exploring the new, interesting way.

Looking at the issue of learning performance, continuous research done to investigate the impacts of integrating social media in teaching and learning. Platforms like Facebook, Twitter, YouTube and Wiki are part of social media that provide various functions and tools that may help the educators to enrich their learning environment. Through this media, students may share, collaborate, and discuss which lead to a dynamic social interaction.

Hence, in the new era of digital technology, by taking advantage the interest of the “millenials” way of communicating, this study is aimed to adapt social constructivism theory in promoting social interaction and students’ performance in learning English through social media.

#### **1.4 Objective of the Study**

The objectives of the research are:

- (a) To design an English learning activity based on Social Constructivism theory to promote social interaction and student’s performance through media social.
- (b) To identify the effect of English learning activity based on Social Constructivism theory through media social towards social interaction.

- (c) To identify the effect of English learning activity based on Social Constructivism theory through media social towards student's performance.

### **1.5 Research Questions of the Study**

Referring to the objectives of the study mentioned, here are the research questions of the study.

- (a) What is the design of English learning activity based on Social Constructivism theory to promote social interaction and student's performance through media social?
- (b) What is the effect of English learning activity based on social constructivism theory through social media towards social interaction?
- (c) What is the effect of English learning activity based on social constructivism theory through social media towards student's performance?

### **1.6 Purpose of the Study**

Education system has developed tremendously thanks to the revolution of technology application. This has contributed to the development of educational systems. Seeing from the contributions, educators are quickly realized that computer assisted teaching and learning may benefits the users (Ebrahimi, 2016). The world is greatly developing which in a way resulting to the growth of technologies parallely. Because of that, ICT had been seen as an essential tool in teaching and learning in this current education environment.

21<sup>st</sup> century education aims a change in learner's attitudes, values and aspiration which the use of ICT in teaching and learning had been brought up. This is because, ICT had been seen to provide a learning environment that suits to satisfy the aim. Moreover, ICT has changed education interactively. As a mean of the use, ICT has empowered the teachers and learners practically and theoretically. As the world is moving unbelievably fast, education system needs to keep updating and ICT has the answer to it due of its efficiency.

Social media is one of the ICT tools that shows a great potential in enhancing the learning in classroom. As millennial generations are synonym with social media, educators should take the advantage in introducing it to the teaching and learning. In learning settings, social media like Facebook can be used as an educational tool that instructors use to foster collaboration and discussion, boost student interaction, and enhance student engagement and build better communication skills (Eteokleous *et al.* 2012). Apart from that, the use of Facebook in learning can can promote, enhance, and support the teaching and learning process (Eteokleous *et al.*, 2012) which will lead to better performance among the learners especially to those who has low achievement in learning performance.

The intent of this research is to explore primary students in Malaysia's use of social media Facebook as English online learning platform and how it promotes social interaction to improve students' performance level. Specifically, the study's focus is to examine Malaysia primary students' use of English (formal or informal) on social media, and how they make sense of their experience as related to language learning. The aim is to observe their social interaction on social media and to evaluate if this experience has any impact on their performance level in learning English.

## 1.7 Research Conceptual Framework

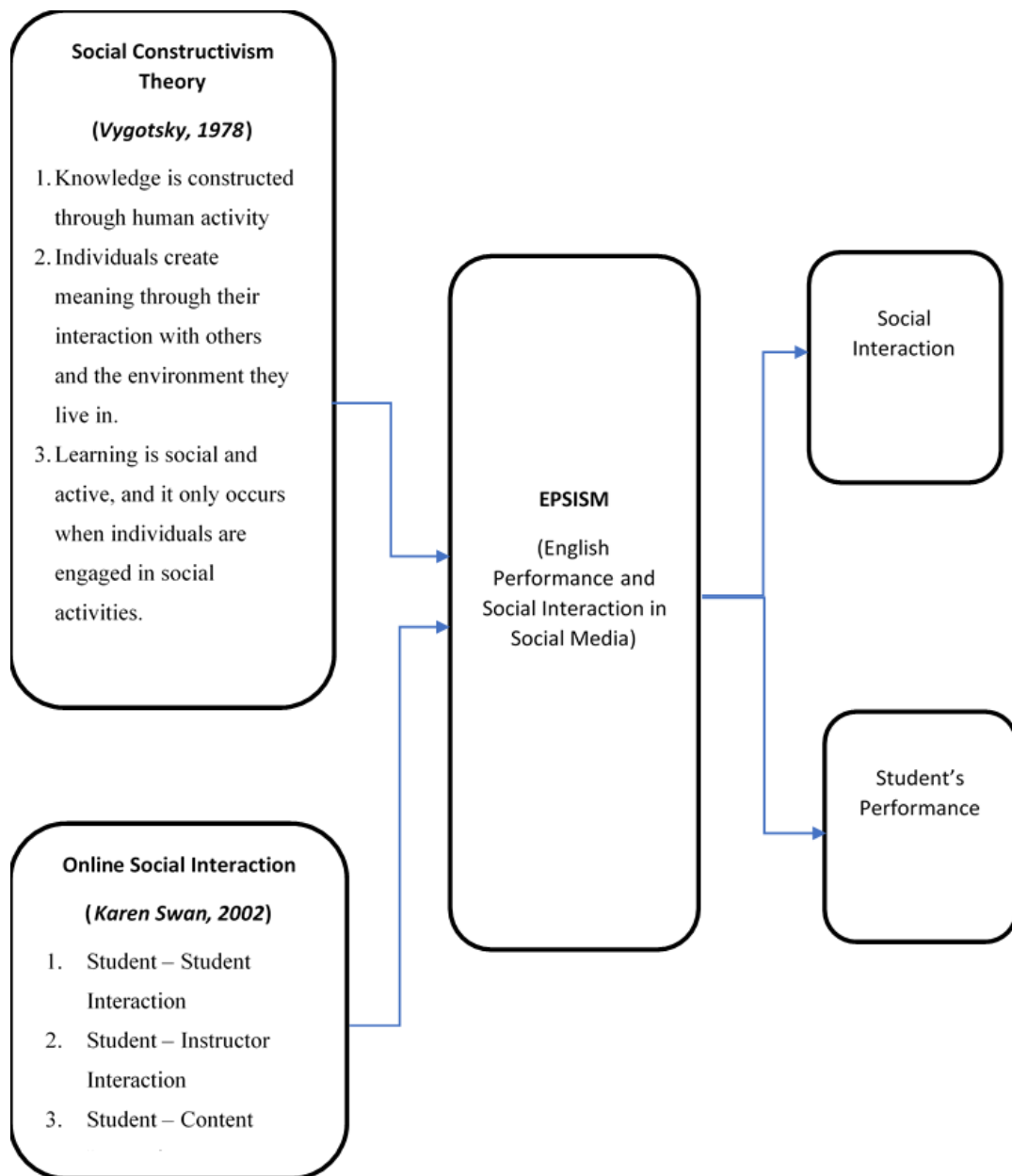


Figure 1.1 Conceptual Framework of Research

The conceptual framework in Figure 1.1 is grounded by Social Constructivism by Vygotsky (1978) learning theory. Collaborative learning activities are incorporated by integrating social media as learning platform. Social interaction should take place for meaningful learning, aligned with the theory principles. Social interaction is measured based on student-teacher interaction, student-student interaction and

student-learning activity interaction based on Karen Swan (2002). From there, the effect on student's performance level will be measured and analysed.

## **1.8 Significance of the Study**

The development and application of Web 2.0 technologies, such as blogs, online discussion boards, Twitter, YouTube, Facebook, and others, have increased in popularity in recent years. These new applications allow users to interact and collaborate with each other via social media in a virtual community (McCarthy, 2010). Social media platform is being considered as an educational tool because of its beneficial qualities. Therefore, the use of these platforms seems promising and essential to be used in teaching and learning especially for the complying the 21<sup>st</sup> century education environment. With this study, it may help:

### **(d) Teachers**

This study will help the teachers of the school to know the impact that social media has on boosting their student's performance in learning English. The new trend in education represented in social media may help the teachers in exploring new styles of teaching by supplementing the technology in their classroom. This at the same time promotes individualized learning and self-learning among the students.

### **(e) Students**

The study will also benefit the student especially for the lower achiever to improve their performance in learning and communicating in English with the help of social media. The study will help the students to gain new perspective on social media which, apart from using it just as a medium of socializing, they may benefit it for learning interactively too. Social media provides the opportunity for students to improve their English through social interaction and communication with teachers and each other. It will be relevant in assisting students in understanding the diversity of social media.

(f) Future study

Lastly, this study will provide relevance material for students and other researchers undertaking similar research. The study will help researchers with more information on the promoting student's performance level in learning English by promoting social interaction through social media.

Learning through social media is a new learning style in line with the government's intention to produce students' literate knowledge in the field of communications and information technology. Facebook make it an effective tool for easing primary obstacles to communication, such as language barriers and social inhibitions (McCarthy, 2010).

## **1.9 Research Scope**

The learning activities involved in identifying social interaction and student's performance aligned with the Social Constructivism Theory has become the ground of the research. Through social media platforms, this research employed a qualitative data collection. It involved a small group of 5 to 8 second stage primary school students in observing the effect of learning activities through EPSISM. This research was conducted in 5 weeks duration and focusing on English writing.

## **1.10 Definition of Terms**

This study contains certain key concepts and constructs. Although these constructs are discussed in detail in Chapter 2, they are briefly introduced in this early Chapter of the thesis to briefly giving the ideas of what had been discussed in this chapter.



(a) Student's performance

The process of a student to perform a task given and being evaluated in certain criteria. In this research, student's performance is based on the writing tasks in the learning activities and being evaluated and presented in a pattern.

(b) Social interaction

Social interaction is how individuals act to others and react to other individuals' action or behaviour. It can occur between two or more group members. In this research, social interaction is discussed based on Karen Swan (2002) online social interaction elements which are student-teacher interaction, student-student interaction and student-learning activity interaction.

(c) Social Media

Social media is a platform that provides space for users to interact online and facilitates functions for users to share their ideas, thoughts and information by connecting together in a virtual network. It can be assessed with the use of internet via web-based software or web application.

(d) English learning

English is a language that been used in most countries in the worlds either as first or second language. In Malaysia, English has been recognized as the second language (ESL) and had been taught from early years to tertiary education.

(e) Social Constructivism theory

Social Constructivism theory is a theory of knowledge founded by Vygotsky (1978). In this theory, it stressed on how interactions will form knowledge in an individual. For this research, the focus is given to three principles of Social Constructivism theory as follow:

- (i) Knowledge is constructed through human activity
- (ii) Individuals create meaning through their interaction with others and the environment they live in.
- (iii) Learning is social and active, and it only occurs when individuals are engaged in social activities.

### **1.11 Conclusion**

The purpose of this study is to identify the effectiveness of learning activities that being designed based on Social Constructivism theory towards social interaction and student's performance. The research is to fill the gaps that exist in the current learning environment which may help to improve the education in English learning specifically.

## REFERENCES

- A. Cramp, C. Lamond (2016). 'Engagement and kindness in digitally mediated learning with teachers'. *Teaching in Higher Education*. 21 (1) (2016).1-12
- Akhiar, A., Mydin, A., and Adi Kasuma, S. (2017). 'Students' Perceptions and Attitudes Towards the Use of Instagram In English Language Writing'. *Malaysian Journal of Learning and Instruction*.47-72.
- Almobarraz, Abdullah. (2017). Utilization of YouTube as an information resource to support university courses. *The Electronic Library*. 36. 00-00. 10.1108/EL-04-2016-0087.
- Alvermann, D.E., & Phelps, S.F. (2005). 'Content reading and literacy: Succeeding in today's diverse classrooms'. (4th ed.). Boston: Allyn Bacon.
- Siddig, Babikir. (2020). Social Media in Teaching of Languages. *International Journal of Emerging Technologies in Learning (iJET)*. 15. 72. 10.3991/ijet.v15i12.12645.
- Baxter, Pamela & Jack, Susan. (2010). 'Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers'. *Qualitative Report*. 13.
- Bayer, Joseph & Ellison, Nicole & Schoenebeck, Sarita & Falk, Emily. (2016). 'Sharing the Small Moments: Ephemeral Social Interaction on Snapchat'. *Information Communication and Society*. 19. 956-977. Doi: 10.1080/1369118X.2015.1084349.
- Berns, Anke & Gonzalez-Pardo, Antonio & Camacho, David. (2013). Game-like language learning in 3-D virtual environments. *Computers & Education*. 60. 210-220. 10.1016/j.compedu.2012.07.001.
- Buzzetto-Hollywood, Nicole. (2014). 'An Examination of Undergraduate Student's Perceptions and Predilections of the Use of YouTube in the Teaching and Learning Process'. *Interdisciplinary Journal of E-Learning and Learning Objects (IJELLO)*. Doi: 10.17-32. 10.28945/1965.
- Buzzetto-More, N. A. (2014). 'An examination of undergraduate student's perceptions and predilections of the use of YouTube in the teaching and learning process'. *Interdisciplinary Journal of E-Learning and Learning Objects*. 10. 17-32.

- Cabrera, Lino. (2018). 'Impact Of Social Media In English Language Learning: Utilizing S.W.O.T Analysis.' 6in, 10(1-2), p. 545.
- Christison, M., and Murray, D. E. (2014). 'What English language teachers need to know'. *Vol 3*. New York: Routledge: Designing Curriculum.
- Churcher, Kalen & Downs, Edward & Tewksbury, Doug. (2018). "Friending" Vygotsky: A Social Constructivist Pedagogy of Knowledge Building through Classroom Social Media Use.
- Clement.J (May 18, 2020). 'Social media - Statistics & Facts'. <https://www.statista.com/topics/1164/social-networks/>
- Creswell, John. (2002). 'Educational Research Planning: Planning, Conducting, and Evaluating Quantitative and Qualitative Research'. Pearson Education
- Darmi, Ramiza and Albion, Peter (2013). 'English language in the Malaysian education system: its existence and implications.' *3rd Malaysian Postgraduate Conference*. 4-5 July 2013, Sydney, Australia.
- David, Anne & Thang, Siew Ming & Azman, Hazita. (2015). 'Accommodating Low Proficiency Esl Students' Language Learning Needs Through An Online Writing Support System.' e-Bangi: *Journal of Social Sciences and Humanities. Special Issue 1*. 119-127.
- Derakhshan, Ali & Hasanabbasi, Samareh. (2015). 'Social Networks for Language Learning'. *Theory and Practice in Language Studies.* 5. 1090. 10.17507/tpls.0505.25.
- Devi, Kuruva and Gouthami, E and Lakshmi V, Vijaya and Professor, Asst. (2019). 'Role of Social Media in Teaching-Learning Process.' 6. 96-103.
- Eteokleous (2012). 'Facebook - A Social Networking Tool for Educational Purposes: Developing Special Interest Groups'. *ICICTE 2012 Proceedings*. 363-375
- Euis.M & Danang.H & Nazzala.R & Nurmala,D (2020). 'Increasing English speaking skills using YouTube. Polyglot'. *Jurnal Ilmiah*. 16. 1. 10.19166/pji.v16i1.1954.
- Gafoor, Kunnathodi & Remia, Kr. (2013). 'Influence of Phonological Awareness, Morphological Awareness and Non-verbal ability on Reading Comprehension in Malayalam'. 1. 129-138.
- Gaudeul, Alexia & Peroni, Chiara. (2010). 'Reciprocal Attention and Norm of Reciprocity in Blogging Networks'. *Economics Bulletin*. 30. 2230-2248. 10.2139/ssrn.1577062.

- Gillies, R. & Ashman, AF. (2000). 'The Effects of Cooperative Learning on Students with Learning Difficulties in the Lower Elementary School'. *The Journal of Special Education*. 34. Doi: 10.1177/002246690003400102.
- Grapragasem, Selvaraj & Krishnan, Anbalagan & Mansor, Azlin. (2014). 'Current Trends in Malaysian Higher Education and the Effect on Education Policy and Practice: An Overview.' *International Journal of Higher Education*. 3. 10.5430/ijhe.v3n1p85.
- Gundala,U, Reddy,V and Dwivedi,P. (2019). 'Competence and Confidence through Technology Enhanced Language Learning-The Impact of Technology Among Rural and Semi-Urban Undergraduates of Engineering in India: A Study'. *2019 IEEE 19th International Conference on Advanced Learning Technologies (ICALT)*.Maceió,Brazil, 2019, pp. 261-262, Doi: 10.1109/ICALT.2019.00084.
- Idris, H. & Ghani, R.A. (2012). 'Construction of knowledge on Facebook. 3L: Language, Linguistics, Literature.' 18. 61-72.
- Jamalludin Harun & Zaidatun Tasir. 2003. 'Multimedia Dalam Pendidikan'. Bentong: PTS Publications & Distributors Sdn. Bhd.
- Kabilan, M. and Ahmad, N. and Jafre, M. (2010). 'Facebook: An online environment for learning of English in institutions of higher education?', *The Internet and Higher Education*. 13. 179-187. 10.1016/j.iheduc.2010.07.003.
- Kabilan, M. and Ahmad, N. and Jafre, M. (2010). 'Facebook: An online environment for learning of English in institutions of higher education?'. *The Internet and Higher Education*. 13. 179-187. Doi: 10.1016/j.iheduc.2010.07.003.
- Kemp, N. and Grieve.R. (2014). 'Face-to-face or face-to-screen? Undergraduates' opinions and test performance in classroom vs. online learning'. *Frontiers in psychology*. 5, 1278. <https://doi.org/10.3389/fpsyg.2014.01278>
- Khan, M. Laeeq. (2017). 'Social Media Engagement: What motivates User Participation and Consumption on YouTube?'. *Computers in Human Behavior*. 66. 236–247. Doi: 10.1016/j.chb.2016.09.024.
- Kreijns, K., P. Kirschner, et al. (2003). 'Identifying the pitfalls for social interaction in computer-supported collaborative learning environments: a review of the research.' *Computers in human behavior*. 19(3): 335-353.
- Kumi-Yebaoh, Alex. (2018). 'Designing Cross-Cultural Collaborative Online Learning Framework for Online Instructors'. *Online Learning*. 22. Doi:10.24059/olj.v22i4.1520.

- Lin, Yu-Ren & Fan, Bing & Xie, Kui. (2020). The influence of a web-based learning environment on low achievers' science argumentation. *Computers & Education*. 151. 103860. 10.1016/j.compedu.2020.103860.
- Lu, Jie & Churchill, Daniel. (2012). 'The effect of social interaction on learning engagement in a social networking environment. *Interactive Learning Environments*'-*Interact Learn Environ.* 22. 1-17. 10.1080/10494820.2012.680966.
- Magnan, Sally & Back, Michele. (2008). 'Social Interaction and Linguistic Gain During Study Abroad'. *Foreign Language Annals*. 40. 43 - 61. Doi: 10.1111/j.1944-9720.2007.tb02853.x.
- Malani, Indira and Munusamy, A. (2015). 'Learner's Learning Experiences and Difficulties towards (ESL) among UKM Undergraduates'.p 83.DoI: 10.7575/aiac.all.v.6n.3
- Manning, P., & Ray, G. (1993). 'Shyness, Self-Confidence, and Social Interaction'. *Social Psychology Quarterly*. 56(3), 178-192. Retrieved January 30, 2021, from <http://www.jstor.org/stable/2786777>
- Mason (2006). 'Literacy in Digital Age'. Vol 37.315. [https://doi.org/10.1111/j.1467-8535.2006.00602\\_10.x](https://doi.org/10.1111/j.1467-8535.2006.00602_10.x)
- McCarthy, J. (2010). 'Blended learning environments: Using social networking sites to enhance the first-year experience'. *Australasian Journal of Educational Technology*, 26(6). <https://doi.org/10.14742/ajet.1039>
- Merriam, S.B. (1998). 'Qualitative Research and Case Study Applications in Education'. Jossey-Bass Publishers, San Francisco.
- Ministry of Education (2015). Executive Summary Malaysia Education Blueprint 2013-2025 (Preschool to Post-Secondary Education). Retrieved at" <[http://www.moe.gov.my/cms/upload\\_files/articlefile/2013/articlefile\\_file\\_003114.pdf](http://www.moe.gov.my/cms/upload_files/articlefile/2013/articlefile_file_003114.pdf)> [Accessed at 1 January 2020].
- Molinillo, Sebastian & Aguilar-Illescas, Rocío & Anaya-Sánchez, Rafael & Vallespín-Arán, María. (2018). 'Exploring the impacts of interactions, social presence and emotional engagement on active collaborative learning in a social web-based environment'. *Computers & Education*. 123. 41-52. Doi: 10.1016/j.compedu.2018.04.012.

- Mondahl, Margrethe & Razmerita, Liana. (2014). 'Social Media, Collaboration and Social Learning-a study of Case-based Foreign Language Learning'. *The Electronic Journal of e-Learning (EJEL)*. 12. 339-352.
- Mustapha.S , Rahman.N and Yunus.M. (2010). 'Factors influencing classroom participation: a case study of Malaysian undergraduate student'. *Procedia Social and Behavioral Sciences*. Vol. 9: 1079- 1084. WCLTA 2010.
- Nimishaberi, and Safi.A. (2018). 'Group Cohesion, Motivation And Self-Confidence In L2 Classes:A Meta-Analysis'. *International Refereed Journal of Reviews and Research*. Vol 6
- Noor Hashimah Abdul Aziz. (2007). 'ESL students' perspectives on language anxiety'. Unpublished Ph.D. thesis, Universiti Putra Malaysia: Serdang.
- Nor, Khalijah & Razali, Masliza & Talib, Nashrah & Ahmad, Nurbarirah & Sakarji, Siti Rosnita & Saferdin, Wan & Nor, Aishah. (2019). 'Students' Problems In Learning English As A Second Language Among MDAB Students At Uitm Malacca'. *International Journal of Humanities, Philosophy and Language*. 2. 01-12. 10.35631/ijhpl.27001.
- Okita S.Y. (2012). 'Social Interactions and Learning.' In: Seel N.M. (eds) *Encyclopedia of the Sciences of Learning*. Springer, Boston, MA
- Palloff, R. M. and Pratt, K. (1999). 'Building Learning Communities in Cyberspace: Effective strategies for the online classroom.' San Francisco: Jossey-Bass Publishers.
- Peeters, W., & Pretorius, M. (2020). 'Facebook or fail-book: Exploring "community" in a virtual community of practice'. *ReCALL*, 32(3), 291-306. doi:10.1017/S0958344020000099
- Pena-Pérez, J.D.(2000). 'Participation, Interaction and Meaning Construction in a University-level course using a computer bulletin board as a supplement to regular class discussions: A Case Study'. PhD Dissertation. Cornell University
- Perecman, E., & Curran, S. R. (2006). 'A Handbook for Social Science Field Research: Essays & Bibliographic Sources on Research Design'. SAGE Publications, Inc., <https://www.doi.org/10.4135/9781412983211>
- Prensky, M. (2001), "Digital Natives, Digital Immigrants Part 2: Do They Really Think Differently?", *On the Horizon*, Vol. 9 No. 6, pp. 1-6. <https://doi.org/10.1108/10748120110424843>

- Prestridge, S. (2014). 'A focus on students' use of Twitter – their interactions with each other, content and interface'. *Active Learning in Higher Education*, 15(2), 101–115. <https://doi.org/10.1177/1469787414527394>
- Rahmah, Rayinda. (2018). 'Sharing Photographs on Instagram Boosts Students' Self-Confidence in Speaking English'. *Pedagogy : Journal of English Language Teaching*. 6. 148. Doi: 10.32332/pedagogy.v6i2.1335.
- Rashid, Dr. Yasir & Rashid, Ammar & Warraich, Muhammad & Sabir, Sana & Waseem, Ansar. (2019). 'Case Study Method: A Step-by-Step Guide for Business Researchers'. *International Journal of Qualitative Methods*. 18. 160940691986242. Doi: 10.1177/1609406919862424.
- Rueda, Laura & Benitez, Jose & Braojos, Jessica. (2017). 'From traditional education technologies to student satisfaction in Management education: A theory of the role of social media applications.' *Information & Management*. 54. 10.1016/j.im.2017.06.002.
- Schunk, D. (2000). 'Learning theories: An educational Perspective'. (2nd ed). New Jersey: Prentice- Hall, Inc.
- Shafiei Ebrahimi, Shirin. (2016). 'Effect of Digital Reading on Comprehension of English Prose Texts in EFL/ESL Contexts'. *International Journal of English Language and Literature Studies*. 2016. 111-117. Doi: 10.18488/journal.23/2016.5.2/23.2.111.117.
- Smith, B., Alvarez-Torres, M. J., and Zhao, Y. (2003). 'Features of CMC technologies and their impact on language learners' online interaction.' *Computers in Human Behavior*, 19(6), 703-729.
- Stake (1995). 'The Art of Case Study Research'. University of Illinois at Urbana-Champaign, USA
- Strauss, A. & Corbin, J. 1998. *Basics of Qualitative Research*. Thousand Oaks, CA: Sage Publications
- Swan, Karen. (2002). 'Building Learning Communities in Online Courses: The Importance of Interaction. *Education, Communication & Information*'. Vol 2. 23-49. 10.1080/1463631022000005016.
- Tang, Ying & Hew, Khe. (2017). 'Using Twitter for education: Beneficial or simply a waste of time?'. *Computers & Education*. 106. 97-118. Doi: 10.1016/j.compedu.2016.12.004.



- Thang, Siew Ming & Ting, Ming & Ling, Siew & Mohd Jaafar, Nurjanah. (2011). 'Attitudes and Motivation of Malaysian Secondary Students towards learning English as a Second Language: A Case Study'. *3L South East Asia Journal of Language Studies*. 17. 40-45.
- V.Rasiah. and Ratneswary.R (2014). 'Transformative Higher Education Teaching and Learning: Using Social Media in a Team-Based Learning Environment'. *Procedia - Social and Behavioral Sciences*. 123. 369-379. Doi: 10.1016/j.sbspro.2014.01.1435.
- Vygotsky, L. S. (1978). 'Mind in society: The development of higher psychological processes'. Massachusetts: Harvard University Press.
- Watson, Judith. (2001). 'Social constructivism in the classroom. Support for Learning'. 16. 140 - 147. Doi: 10.1111/1467-9604.00206.
- Woo, Younghee & Reeves, T. (2007). 'Meaningful interaction in Web-based learning: A social constructivist interpretation'. *The Internet and Higher Education*. 10. 15-25. Doi: 10.1016/j.iheduc.2006.10.005.
- Wu, W. & Yen, L. & Marek,M. (2011). 'Using Online EFL Interaction to Increase Confidence, Motivation, and Ability'. *Educational Technology & Society*. 14.118-129.
- Yin (2009). 'Case Study Research: Design and Methods'. *The SAGE Handbook of Applied Social Research Methods*. Vol 2. 254-282
- Yunus, M and Salehi, H. (2012). 'The effectiveness of Facebook groups on Teaching and Improving Writing: Students' perceptions.' *Journal of Education and Information Technologies*. 1. 87-96.
- Ziden, A.A., Ismail, I., Spian, R., & Kumutha, K. (2012). The Effects of ICT Use in Teaching and Learning on Students' Achievement in Science Subject in a Primary School in Malaysia.