

**THE IMPORTANCE OF ENGLISH WRITING SKILLS IN SOCIAL MEDIA
USAGE FOR GENERATION Z AT IAIN KERINCI**

THESIS



By

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**ENGLISH EDUCATION PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF (IAIN) KERINCI
YEAR 2025**

**THE IMPORTANCE OF ENGLISH WRITING SKILLS IN SOCIAL MEDIA
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THESIS

*Submitted as a Partial Fulfillment of the Requirements for
Undergraduate Degree in English Education Program*

By

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Assalamu'alaikum Warahmatullah Wabarakatuh

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PENTINGNYA KEMAMPUAN MENULIS BAHASA INGGRIS DALAM
PENGUNAAN MEDIA SOSIAL BAGI GENERASI Z DI
IAIN KERINCI

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Jurusan Tadris Bahasa Inggris FTIK IAIN Kerinci

ABSTRAK

Di era digital, media sosial telah menjadi platform komunikasi yang sangat penting, terutama bagi Generasi Z. Penelitian ini mengeksplorasi pentingnya keterampilan menulis dalam bahasa Inggris dalam penggunaan media sosial di kalangan mahasiswa IAIN Kerinci. Menggunakan pendekatan fenomenologi kualitatif, data dikumpulkan melalui wawancara dengan delapan mahasiswa jurusan Pendidikan Bahasa Inggris. Hasil penelitian menunjukkan mahasiswa program studi pendidikan bahasa Inggris berpendapat bahwa keterampilan menulis dalam bahasa Inggris berperan signifikan dalam komunikasi yang efektif, pembangunan citra diri, dan peluang karier. Mahasiswa merasa bahwa menulis dalam bahasa Inggris meningkatkan kredibilitas mereka serta memperluas jaringan profesional. Namun, terdapat berbagai tantangan yang menghambat pengembangan keterampilan menulis mereka, seperti ketakutan terhadap kesalahan tata bahasa, kurangnya kepercayaan diri, dan minimnya paparan terhadap konten berbahasa Inggris. Penelitian ini menyoroti perlunya dukungan institusional untuk meningkatkan keterampilan menulis mahasiswa melalui strategi pembelajaran yang terstruktur dan dorongan sosial. Temuan ini memberikan kontribusi terhadap pemahaman mengenai hubungan antara literasi digital dan keterampilan bahasa dalam konteks akademik maupun profesional.

Kata kunci: Keterampilan menulis bahasa Inggris, media sosial, Generasi Z.

K E R I N C I

THE IMPORTANCE OF ENGLISH WRITING SKILLS IN SOCIAL MEDIA USAGE FOR GENERATION Z AT IAIN KERINCI

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ABSTRACT

In the digital age, social media has become a very important communication platform, especially for Generation Z. This study explores the importance of writing skills in English in the use of social media among IAIN Kerinci students. Using a qualitative phenomenological approach, data was collected through interviews with eight students majoring in English Education. The results showed that students of the English education study program argued that writing skills in English play a significant role in effective communication, self-image building, and career opportunities. Students feel that writing in English enhances their credibility and expands their professional network. However, there are various challenges that hinder the development of their writing skills, such as fear of grammatical errors, lack of confidence, and minimal exposure to English content. This study highlights the need for institutional support to improve students' writing skills through structured learning strategies and social encouragement. The findings contribute to the understanding of the relationship between digital literacy and language skills in both academic and professional contexts.

Keywords: English writing skills, social media, Generation Z, digital literacy.

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DEDICATION AND MOTTO

DEDICATION

With deep gratitude and respect, I dedicate this work to my beloved father, **Petriadi**, and my dearest mother, **Depi Susyanti**, whose endless love, unwavering prayers, and boundless sacrifices have been the guiding light in every step of my journey. Thank you for your unconditional support, patience, and encouragement that have always been my greatest strength. To my professors, who have shared their wisdom and knowledge, and to my friends, who have stood by me through every joy and struggle, I am profoundly grateful. You all are the reason I have reached this point, and for that, I will forever be thankful.

MOTTO

وَلْيَكْتُبْ بَيْنَكُمْ كَاتِبٌ بِالْعَدْلِ..

And let a scribe write it down in justice.

(QS. Al-Baqarah: 282)

"Dan hendaklah seorang penulis di antara kamu menuliskannya dengan benar."

(QS. Al-Baqarah: 282)

Ayat ini menegaskan pentingnya menulis dengan benar dan jujur dalam segala urusan, termasuk dalam dunia akademik dan komunikasi di media sosial. Keterampilan menulis yang baik dalam bahasa Inggris tidak hanya membantu dalam menyampaikan pesan yang jelas dan efektif, tetapi juga membangun kredibilitas dan profesionalisme di era digital. Dengan menulis secara benar dan bertanggung jawab, seseorang dapat memberikan manfaat yang lebih luas dalam lingkup akademik, sosial, dan profesional.

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The researcher hopes this thesis, though imperfect, will be useful for readers, especially English Department students, and welcomes constructive criticism for improvement.

Sungai Penuh, 14 Mei 2025

Researcher



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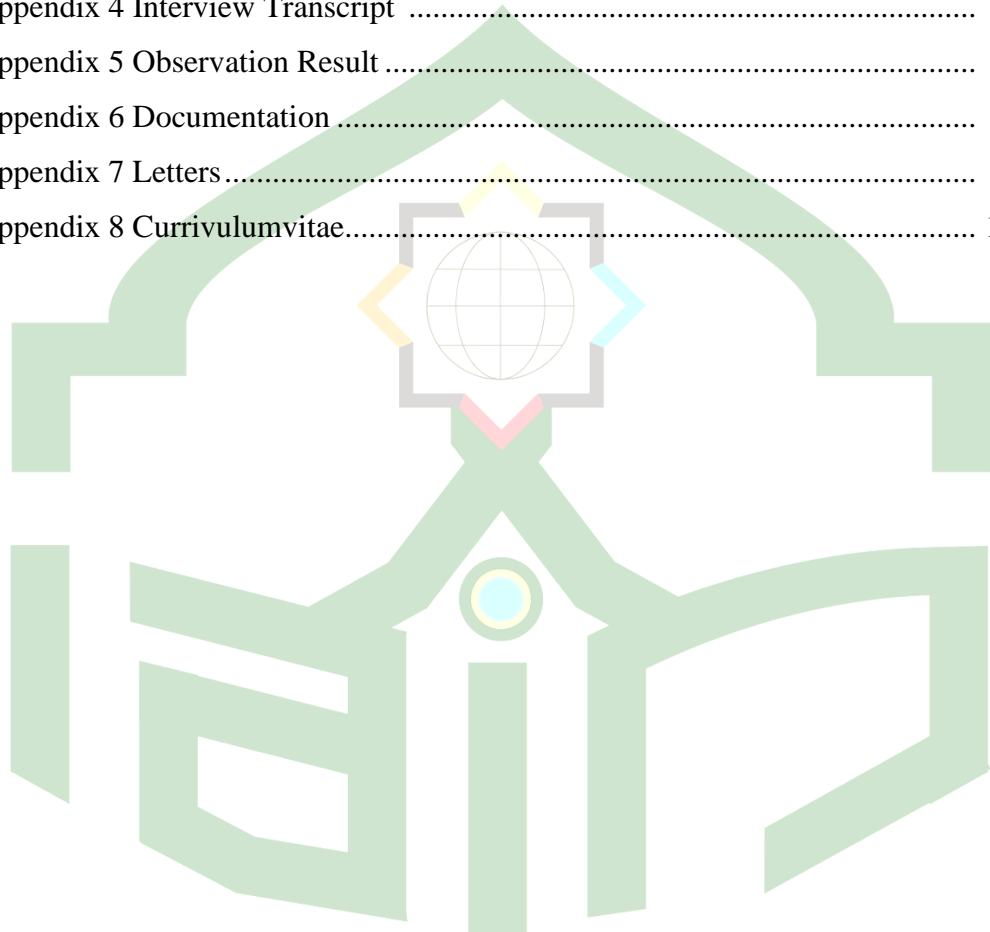
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CHAPTER I

INTRODUCTION

A. Background of the Problems

In the rapidly advancing digital age, social media has become the primary platform for communication and social interaction, especially among young people. Generation Z, having grown up with technology and the internet, spends a significant amount of time on various social media platforms to share information, interact, and express themselves. In this context, the ability to write in English has become crucial.

The ability to write in English has become an important competency (Sari et al., 2022; Suhaimi et al., 2021). In the era of globalization, the ability to write English for social media use is very important, especially for young people who are increasingly connected to the world through social media (Anwas et al., 2020; Flowerdew & Li, 2009; Jiang, 2018; Suppiah et al., 2022). Generation Z, born in the late 1990s to early 2010s, is known as a generation that is very familiar with digital technology and social media (PrakashYadav and Rai 2017; Hernandez et al 2020; Cilliers 2017; Dolot 2018). In Indonesia, including IAIN Kerinci, social media is not only used as a means of communication, but also as a platform for building personal identity, professional networks, and sharing information and knowledge.

In the context of higher education, especially at IAIN Kerinci, the ability to write in English has its own added value. Students who are able to write well in English can be more effective in conveying their ideas and

thoughts, not only in an academic setting, but also on global social media platforms (Aizawa et al., 2023; Elola & Oskoz, 2017; Warschauer et al., 2023). Using good English on social media allows students to interact with a wider audience, access international information that available on various digital platforms, and open up opportunities for global collaboration and networking (Lakhal, 2021; Puspita Dewi, 2022) .

Khaliq and Jamil (2022); Puspita and Nadia (2022); Jiang (2018) state good writing skills are essential in the digital age, especially in the use of social media. Social media, being the primary means of communication for billions of people around the world, requires its users to convey messages clearly and effectively (Flowerdew & Li, 2009). When one is able to write well, the message conveyed becomes easier to understand, reducing the risk of misunderstandings that can arise from the use of ambiguous or inappropriate language. Furthermore, writing that is structured and free from grammatical errors not only reflects professionalism, but also enhances an individual's credibility and reputation in the eyes of the audience (Lasut & Kumois, 2023).

However, the reality on the ground shows that not all students have adequate English writing skills. Many students feel less confident to express themselves in English on social media (Al-Jarrah et al., 2019; Asafo-Adjei et al., 2023; Janrey , 2022; Khaliq et al., 2022; Lasut & Kumois, 2023). This is due to various factors, such as lack of practice, limited access to English learning resources, and lack of encouragement to use English in everyday contexts (Asafo-Adjei et al., 2023).

The ability to write in English, the most common language used on social media, opens up opportunities to interact with international audiences, build wider networks, and access and share information more effectively. In addition, good writing plays a role in countering the spread of hoaxes and misinformation, by presenting accurate and reliable information (Rahman & Anita Aulia, 2024). In the professional world, this skill is becoming increasingly important, with many employers evaluating potential employees based on the content they write on social media. Therefore, good writing skills not only support effective communication and a positive self-image, but also open up a wide range of career and development opportunities in an increasingly competitive digital world.

Studies have shown that English writing skills play a crucial role in Generation Z's use of social media. According to a study conducted by Cambridge University Press, good English writing skills enable individuals to communicate more effectively on global social media platforms, opening up opportunities to interact with international audiences and expand their professional networks (Al-Jarrah et al., 2019; Anwas et al., 2020; Asafo-Adjei et al., 2023; Elola & Oskoz, 2017; Lakhal, 2021; Puspita Dewi et al., 2022; Rahman & Anita Aulia, 2024). Another study emphasized that students who are proficient in writing in English tend to be more confident in expressing their opinions on social media, which in turn increases their participation in global discussions and strengthens their critical thinking skills (Warschauer et al., 2023). In addition, research found that English writing skills also contribute

to building a more professional and credible self-image on social media, which is especially important in this digital age where online identities are often the primary representation of oneself (Al-Jarrah et al., 2019). Thus, English writing skills not only enrich Generation Z's social media experience, but also give them a competitive advantage in their education and careers.

Although some researchers have conducted research, it is still very limited, especially research related to the importance of English writing skills for social media use seen from the perspective of students. This research is here to fill the gap, so that it can provide comprehensive information related to the importance of English writing skills for social media use for students, especially at IAIN Kerinci.

Based on pre-research interviews conducted on Monday, May 13, 2024, with several students majoring in English at IAIN Kerinci's Tarbiyah faculty, various challenges regarding English writing activities on social media were highlighted. One student, A, expressed hesitation to write in English on social media due to fear of making mistakes and being criticized or laughed at. Another student, S, mentioned the lack of time and opportunities to practice English writing outside the academic context, noting that while they have many writing assignments, there is rarely time to write for themselves or on social media. Additionally, student B pointed out the lack of access to good reading materials and online learning platforms, emphasizing the need for more campus support. Dian, another student, shared that peer ridicule discourages her from writing in English on social media, making her prefer writing in Indonesian.

These issues provide a compelling basis for researching the importance of English writing skills in social media usage among Generation Z at IAIN Kerinci. The significance of English writing skills in the context of social media engagement among Generation Z at IAIN Kerinci offers a multifaceted avenue for exploration. As digital natives, Generation Z individuals are inherently immersed in social media platforms, utilizing them as primary channels for communication, information dissemination, and self-expression. Within this digital landscape, proficiency in English writing not only facilitates effective communication but also shapes perceptions, influences interactions, and amplifies one's digital presence.

Understanding the dynamics of English writing proficiency in social media usage among Generation Z students at IAIN Kerinci is crucial for various reasons. Firstly, it reflects their adaptability to global communication standards, considering English's dominance as the lingua franca of the internet. Secondly, it underscores the intersection of language, technology, and culture, as social media platforms serve as virtual spaces where identities are constructed, ideologies are exchanged, and cultural nuances are navigated.

Additionally, investigating the nexus between English writing skills and social media usage can shed light on educational practices, pedagogical approaches, and digital literacy initiatives tailored to meet the evolving needs of Generation Z learners. By delving into these issues, researchers can unveil insights that inform policy-making, curriculum development, and instructional strategies aimed at fostering effective English writing skills within the context of

contemporary digital communication platforms among Generation Z students at IAIN Kerinci.

This study aims to explore the perspectives of IAIN Kerinci students regarding the importance of English writing skills in the use of social media, providing in-depth insight into students' views, challenges faced, and strategies used to improve English writing skills on social media. This study also aims to explore the importance of English writing skills for generation Z at IAIN Kerinci, identify the obstacles faced by students as well as strategies to improve skills, and provide recommendations for curriculum development and English language training programs. In addition, this study contributes to the literature on the influence of language skills on the use of social media and the adaptation of young people in Indonesian higher education to global demands, with the hope of facilitating effective communication and increasing students' confidence in using English on social media.

The study's comprehensive approach not only explores students' perceptions and experiences but also offers actionable recommendations for curriculum enhancement and language training programs. By bridging the gap between academic learning and practical application, this research aims to equip students with the linguistic tools required to thrive in an interconnected world. Based on the above background, researchers are interested in conducting research with the title: “The importance of English writing skills in social media usage for generation Z”.

B. Identification of the Problems

Based on the above background several research problems were identified as follows:

1. Students' lack of confidence in writing English on social media can be seen from the fact that some students feel worried about making grammatical errors or wrong word choices, which can reduce their credibility in the eyes of their friends and followers.
2. Limited time and opportunity to practice writing outside the academic context.
3. Not all students have access to good reading materials or online learning platforms to improve their English writing skills.
4. Lack of support and encouragement from the surrounding environment: Students often get teased by friends when trying to write in English on social media, which reduces their motivation.

C. Limitation of the Problem

This research is limited to finding out the importance of English writing skills in social media usage for Generation Z based on the perspective of students majoring in English Education at IAIN Kerinci. The social media platforms focused on in this study are restricted to Instagram and Facebook, as these platforms are widely used by Generation Z.

D. Research Questions

Based on the background and problem boundaries, the following research questions can be formulated:

1. How do IAIN Kerinci's Tadris English students perceive the importance of English writing skills in using social media for Generation Z?
2. What are the challenges faced by the English Department of IAIN Kerinci students in writing English on social media?

E. Objective of the Research

The objectives of this study are to:

1. To identify English Department of IAIN Kerinci students' perceive about the importance of English writing skills in using social media for Generation Z
2. To explore the challenges faced by the English Department of IAIN Kerinci students in writing English on social media.

F. The Significance of the Research

The significance of this research are as follows:

1. Theoretical Benefits

This research can contribute to the development of theory and literature in the field of language education, especially in the context of the importance of English writing skills in social media usage for generation Z based on students' perspectives. The findings of this study can add to the understanding of how English writing skills affect communication and interaction on social media.

2. Practical Benefits

- a. For Students: Students can use the findings of this study to improve their English writing skills on social media more confidently and

effectively.

- b. For Lecturers: Lecturers can develop teaching materials and teaching methods that are more relevant and support the improvement of students' English writing skills on social media.
- c. For Future Researchers: Future researchers can use the results of this study as a reference and comparison for similar studies in different institutions or contexts.

G. The Definition of Key Terms

In order for this research to be easily understood, the researcher needs to describe the keywords contained in the title of this research, the following explanation:

1. English Writing Skills: The ability to compose and convey messages effectively in English, including an understanding of grammar, spelling, syntax and appropriate writing style (Al-Jarrah et al., 2019).
2. Social Media Usage: Activities or interactions that occur through online platforms that allow users to share content, information, and communication with others, such as Facebook, Instagram, Twitter, and others (Janrey, 2022).
3. Generation Z: The generation born between the mid-1990s and early 2010s, often identified as the generation that grew up in the digital age, is accustomed to technology, and has unique characteristics in their behavior patterns and preferences in using media and technology (Dolot, 2018).

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of Related Theories

1. Concept of English Writing Ability

a. Definition of Writing

English writing skills encompass one's ability to compose texts or writings in English that are clear, precise and effective (Sari et al., 2022; Suhaimi et al., 2021). This involves understanding grammatical structures, using appropriate vocabulary, and conveying ideas and messages clearly and persuasively. English writing skills also include the ability to understand and follow applicable writing conventions, such as the use of punctuation and appropriate writing style (Altmäe et al., 2023; Apriliandi & Putri, 2023; Putri et al., 2022).

Writing is not just putting words on paper. Writing, according to Harmer (Kurnia & Kareviati, 2021), is the process of constructing meaning from text. According to her, when someone writes anything, the meaning is generated by fusing past knowledge and experience, information from the text, the reader's position about the text, and communication that was either instantly recalled or expected through social encounters. Rather than simply being the act of jotting down thoughts on paper, the writing process also includes research, outlining, drafting, editing, and proofreading (Sauhana, 2021).

Moreover, Henriksen, (2008) states that writing is a medium for communication that represents language and is used to communicate opinion,

thoughts, and feelings. Writing serves a variety of purposes beyond simply expressing ideas and thoughts. Writing is a planned sequence of actions and ideas because it attempts to link thoughts, feelings, and ideas in written form. Additionally, writing is one of the critical talents that students must master, according to. Writing proficiency is crucial for academic settings, professional settings, and interpersonal relationships in the global society (Upahi, 2022).

Writing is an essential skill since it allows students to convey the writer's intention. Additionally, writing is a skill that learners should acquire since it helps them communicate their ideas to others clearly. In Sauhana, (2021) Sharples claims that writing is a kind of communication that fosters intellectual development and enables us to express our thoughts, feelings, and ideas.

Furthermore, (Harmer, 2007) Composing is usually helpful as a warm-up for another activity, especially when students utilize it to introduce conversation activities by writing phrases. This provides students time to develop ideas rather than requiring them to express viewpoints quickly and fluently, which many find challenging and unpleasant, especially at lower levels. It indicates that writing is a creative activity that helps pupils develop their ability to come up with ideas that can be used in writing. It might benefit and enhance pupils' writing.

Based on the description of writing provided above, the researcher comes to the conclusion that writing is a challenging activity that calls for intense focus and familiarity with the subject matter. However, anyone may learn to write by doing a lot of practice exercises and reading a lot of books to get

writing inspiration. Writing skill is a technique to explore ideas, present arguments, convey emotions, and think and feel in the form of phrases. This linguistic ability is utilized to write to other people.

b. Purpose of Writing

Helm et al., (2021) discusses the various purposes of writing. Writing serves multiple purposes that are integral to communication and expression. Firstly, it serves the function of explanation by offering generalizations to provide readers with an introductory understanding of a topic. Secondly, it informs by delivering concise, factual, and unbiased information. Persuasion is another key function, aiming to sway opinions and encourage adoption of the writer's viewpoint through strong arguments and persuasive techniques. Additionally, writing is employed for reporting, presenting stories or accounts often centered around discoveries or findings. It also enables individuals to express creativity, record history, capture personal experiences, and facilitate communication across time and space.

Moreover, it entertains and engages through storytelling and humor, inspires and motivates individuals to pursue their goals, and builds connections and communities by fostering discussions and shared interests. Thus, writing serves as a versatile tool for communication, expression, and connection in various contexts and forms (Asafo-Adjei et al., 2023; Elola & Oskoz, 2017; Puspita Dewi, 2022). Based on the explanation above can conclude that the purpose of writing consists of three purposes, they are: to explain, to inform, to persuade, and to report.

c. The Type of Writing

In writing, there are types of writing, such as: personal writing, academic writing, etc. According to (Brown H. Douglas & Abeywickrama Priyanvada, 2019) there are some genres of writing:

1. Academic writing, such as theses, dissertations, and journals with an academic concentration.
2. Job related writing, such as manuals, emails, and advertisements.
3. Personal writing, including reminders, invitations, shopping lists, and journals.
4. Exposition explains what a specific mind knows, believes, or thinks. Exposition is rationally put together. Cause and effect, less or more, positive or negative, generic or specific, assertion or denial, are the organizing principles. Connectives like thus, nevertheless, and so, besides, but, not only, and more importantly, in fact, are used to indicate its movement.
5. Description, which deals with perceptions—most often visual perceptions—is important. To arrange what one sees into a significant pattern is its main challenge. The pattern, in contrast to the logic of exposition, is spatial: above or below, before or after, to the right or left, and so on.
6. Narration is the telling of a tale through a succession of connected occurrences. Its challenges are to show the significance of the events and to order them in a chronological order.

7. Persuasion, which aims to influence readers' beliefs or ways of thinking. It typically addresses contentious subjects and frequently employs an argumentative style, supporting it with facts or logical reasoning. Satire is another kind of persuasion that mocks foolishness or evil, sometimes gently and other times overtly and harshly. Finally, eloquence, which appeals to ideas and lofty impulses, can be used to persuade.

Based on the explanation above can conclude that, the type of writing consist of academic writing, job related writing, personal writing, exposition, description, narration, and persuasion. In this research researcher will investigated exposition writing skill of student who taught by using Quick Write Strategy and without Quick Write Strategy.

d. Aspect of Writing

Weigle Jago et al., (2011) state there are several aspects that are the focus of the assessment of writing skills, namely: the use of vocabulary, grammar, content, organization, coherence, and mechanic. According to Brown there are five aspects of writing, they are:

1. Content

Content refers to the substance or information conveyed in a piece of writing. It involves the ideas, arguments, facts, and details that are presented in a coherent and meaningful manner. The writers' capacity to develop their thoughts through creative thought is evident.

2. Organization

Organization refers to the structure and arrangement of ideas in a

piece of writing. It involves the logical sequencing of paragraphs, the use of cohesive devices to connect ideas, and the overall flow and coherence of the writing. The writer's ideas are expressed fluidly, logically, and sequentially, and they are well articulated or reinforced by supporting paragraphs.

3. Vocabulary

Vocabulary refers to the choice and use of words in writing. It involves the selection of appropriate and precise words to convey meaning, express ideas accurately, and create a desired impact on the reader. The writers use many different phrases and idioms to express their thoughts, attitudes, and feelings. They can also employ the proper term, including prefixes, suffixes, and idioms.

4. Language use

Language use: Refers to the grammatical and syntactical aspects of writing. It involves using correct grammar, sentence structure, verb forms, and other language conventions to communicate effectively and clearly.

The essential agreement between sentences, tenses, numbers, word order, and function may be used by authors. Pronouns, prepositions, and articles.

5. Writing mechanics

Writing mechanics refers to the technical aspects of writing, including punctuation, spelling, capitalization, and formatting. It involves using these mechanics correctly and consistently to enhance readability and convey professionalism in the writing. Including accurate spelling,

punctuation, capitalization, and paragraphing.

Based on the explanation above, it can be said that there are five important aspects that need attention in writing, these aspects include content, organization, vocabulary, language use, and mechanics. In this research, those aspects will use as indicators of writing tests for analytical exposition text.

2. Social Media

a. Definition of Social Media

Social media refers to digital platforms that enable users to interact, share content, and connect with others online. These platforms encompass various types, ranging from social networking sites like Facebook, Twitter, and Instagram, to video-sharing platforms like YouTube, and photo-sharing platforms like Snapchat (Lasut & Kumoiois, 2023; Puspita Dewi, 2022; Puspita Dewi et al., 2022).

b. Types of Social Media

- 1) Social Networking: Platforms such as Facebook, Twitter, and LinkedIn that allow users to interact with friends, family, and colleagues, as well as share content.
- 2) Video Sharing: Platforms like YouTube, TikTok, and Vimeo that enable users to share and watch videos.
- 3) Photo Sharing: Platforms like Instagram, Snapchat, and Pinterest that focus on sharing photos and short videos.
- 4) Blogs and Microblogging: Platforms like WordPress, Blogger,

and Tumblr that allow users to create and share written content.

- 5) Online Forums: Platforms like Reddit, Quora, and Stack Overflow that enable users to participate in online discussions on various topics (Lasut & Kumois, 2023).

c. Benefits of Social Media

- 1) Interpersonal Connection: Allows people to connect with friends, family, and others around the world.
- 2) Access to Information: Provides quick and easy access to news, information, and other content from various sources.
- 3) Empowerment: Provides a platform for voicing opinions, mobilizing social movements, and advocating for individual rights.
- 4) Marketing and Business: Serves as an effective tool for marketing, promotion, and customer interaction for businesses and brands.
- 5) Education and Learning: Enables access to learning resources and online learning communities (Puspita Dewi et al., 2022).

d. Risks of Social Media

- 1) Addiction: Excessive use can lead to addiction and disrupt productivity and mental health.
- 2) Spread of False Information: Vulnerable to the spread of hoaxes and false information, which can influence users' perceptions and understanding.
- 3) Privacy and Security: Issues related to privacy and security, such

as identity theft, misuse of personal data, and cyberattacks.

4) Cyberbullying: Increasing cases of harassment, intimidation, and online defamation that can damage individuals' mental health.

5) Impact on Mental Health: Excessive use can lead to stress, anxiety, and depression, especially among young people (Janrey Mark M. Davin, 2022).

e. Social Media Use by Generation

Generation Z, born roughly from the mid-1990s to the early 2010s, has grown up in an era where social media dominates the digital landscape. They use various platforms to interact with peers, build communities, and access information (Cilliers, 2017; Dolot, 2018). However, they also face challenges related to privacy, security, and mental well-being. While they enjoy the connectivity benefits offered by these platforms, they also face negative impacts such as pressure to create a perfect image, the spread of false information, and the risk of cyberbullying (Hernandez-de-Menendez et al., 2020; PrakashYadav & Rai, 2017).

f. The importance of writing skills in the Social Media Context

In the context of social media increasingly dominating online interactions, writing skills have a very important role to play. Firstly, writing skills enable individuals to effectively convey ideas, thoughts and emotions through platforms such as Facebook, Twitter and Instagram. With good writing skills, users can strengthen their digital identity, build connections with fellow users, and participate in various online interactions. Secondly, in an era of fast-paced information and an abundance of

content spread across social media, writing skills help individuals to understand, interpret and respond to different types of content appropriately and relevantly. This helps in avoiding the dissemination of false or inaccurate information, as well as promoting constructive and meaningful discussions. Thus, writing skills in English are key in understanding, participating and interacting in an increasingly complex and diverse digital environment (Anwas et al., 2020).

Writing skills in the context of social media also play a vital role in expanding an individual's reach and influence. With interesting and relevant writing, one can attract the attention of more users, increase engagement, and expand their social network online (Al-Jarrah et al., 2019; Asafo-Adjei et al., 2023). Good writing skills also enable individuals to promote ideas, projects or products in a persuasive manner, thereby influencing the opinions and behavior of their followers (Elola & Oskoz, 2017). Moreover, in a professional context, good writing skills on social media can be a valuable asset in building a personal brand, expanding professional networks, and opening up wider career opportunities (Anwas et al., 2020; Puspita Dewi et al., 2022).

Not only that, social media writing skills are also an important tool in the fight for social and political change. Individuals and groups can use their writing to voice their views, mobilize support, and build larger movements for specific causes. As such, social media writing skills are not only concerned with aspects of individual communication, but also have a wider impact in shaping public opinion, fighting for justice and influencing social change. By understanding the importance of writing skills in the context of social media, individuals can develop and enhance their ability to participate effectively in the ever-evolving digital world (Asafo-Adjei et al., 2023). Through consistent practice and a deep understanding of how to write effectively on social media,

they can become influential contributors in shaping online culture and driving positive change in society more broadly.

Furthermore, writing skills in the context of social media also play a role in shaping the image and reputation of an individual or organization. Good writing can help build a positive image, increase trust, and strengthen relationships with audiences. On the other hand, errors in writing or ineffective communication can damage reputation and reduce credibility. In addition, good writing skills on social media also impact an individual's ability to adapt to rapid changes in trends and technology. By understanding how to write effectively for various social media platforms and formats, one can stay relevant and competitive in the ever-changing digital environment (Elola & Oskoz, 2017).

Finally, according to Janrey, (2022); Khaliq et al., (2022); Lakhali, (2021); Puspita Dewi, (2022) writing skills in the context of social media also contribute to the development of critical and analytical thinking skills. Through the process of composing and editing writing for publication on social media, individuals must consider various factors such as the audience, the purpose of the communication and the impact of the message being conveyed. This involves careful evaluation of the information, arguments and perspectives presented, thus strengthening the ability to think critically and distinguish relevant information from irrelevant or inaccurate ones.

Overall, the ability to write on social media is not just a communication skill, but a key to participating effectively in this increasingly complex digital

world. As highlighted by Anwas et al. (2020), Al-Jarrah et al. (2019), Asafo-Adjei et al. (2023), Elola & Oskoz (2017), and Puspita Dewi et al. (2022), good writing skills enable individuals to strengthen digital identities, build extensive social networks, and persuasively influence followers' opinions and behaviors. In addition, appropriate and relevant writing also plays a role in promoting social and political change, avoiding the spread of inaccurate information, and building a positive image and credibility both personally and professionally.

Here are the points highlighting the importance of writing skills in social media based on the insights from various experts:

- 1) **Effective Communication of Ideas and Emotions:** Strong writing skills enable individuals to communicate ideas, thoughts, and emotions clearly and persuasively on platforms like Facebook, Twitter, and Instagram (Anwas et al., 2020).
- 2) **Building Image and Credibility:** Writing well helps build a positive image and enhances credibility with audiences, crucial for maintaining strong relationships on social media (Elola & Oskoz, 2017).
- 3) **Driving Social and Political Change:** Writing skills on social media can be utilized to support social and political change by voicing opinions and mobilizing support from followers (Asafo-Adjei et al., 2023).
- 4) **Expanding Network and Influence:** Engaging and relevant writing can attract more users, increase engagement, and expand social networks online, allowing individuals to influence opinions and behaviors of their followers (Al-Jarrah et al., 2019).

- 5) **Developing Critical Thinking Skills:** The process of writing for social media involves considering the audience, communication goals, and the impact of the message conveyed, thereby strengthening critical and analytical thinking abilities (Puspita Dewi et al., 2022).

Understanding and developing writing skills in social media enables individuals to effectively interact, build positive reputations, and influence change across various aspects of social and professional life.

g. Social Media writing etiquette

A discussion of the ethics of writing on social media involves consideration of the moral, legal and philosophical principles that guide online behavior and interaction. According to (Al-Jarrah et al., 2019) here are some relevant juridical and philosophical foundations:

- 1) **The Principle of Freedom of Speech:** The main philosophical foundation in this context is the principle of freedom of speech. This principle affirms the right of individuals to express opinions and ideas without fear of restriction or punishment from the government or other entities. However, freedom of speech also entails a moral responsibility to exercise that right responsibly, taking into account the impact and implications of what we say.

- 2) **Right to Privacy and Data Protection:** From a juridical point of view, there is a legal basis governing individual privacy rights and personal data protection on social media. Writers on social media should be mindful of the limitations imposed by laws regarding the use of others' personal

information, such as the GDPR in the European Union or Consumer Privacy Laws in some countries.

- 3) **Ethics of News and Information Dissemination:** When it comes to disseminating information on social media, there are relevant principles of journalistic ethics, such as accuracy, truth, fairness and public interest. Writers on social media should strive to present information accurately, honestly and impartially, and consider its potential impact on society.
- 4) **Prevention of the Spread of Hoaxes and Inaccurate Information:** Philosophically, this can be seen as a moral obligation to respect the truth and integrity of information. Writers on social media have a moral responsibility to check the veracity of information before disseminating it, as well as to promote awareness and information literacy among other users.
- 5) **Interaction and Communication Ethics:** Interaction etiquette on social media covers respect, courtesy, and responsibility in communicating with fellow users. This includes treating others with respect, avoiding harassment or bullying, and considering the psychological impact of comments or content.

By considering these juridical and philosophical foundations, writers on social media can develop more responsible attitudes and behaviors, maintain the integrity of online communication, and respect the rights and interests of all parties involved.

In the Indonesian legal context, the ethics of writing on social media are

largely defined by various laws and regulations governing internet use, data privacy, and information dissemination. Here are some of the relevant laws and regulations:

- a. **Electronic Information and Transaction Law (ITE Law):** The ITE Law is the primary law governing the use of the internet and social media in Indonesia. It includes various provisions related to offenses that may be committed by social media users, including the dissemination of negative content such as slander, defamation, and hate speech.
- b. **Regulation of the Minister of Communication and Informatics No. 20/2016 on System Implementation and Content Implementation:** This regulation regulates the procedures for organizing electronic systems and organizing content on social media. Content providers, such as social media platform providers, have an obligation to monitor and remove content that violates legal provisions, including content that is negative or violates individual privacy rights.
- c. **Minister of Communication and Informatics Regulation No. 5/2018 on the Implementation of Electronic Systems:** This regulation further regulates the procedures for reporting and handling unlawful content on social media. Electronic system operators are required to have clear procedures in handling reports on unlawful content, including the process of verification and removal of inappropriate content.
- d. **Personal Data Protection Law:** Indonesia is currently developing a personal data protection law to regulate the use and protection of personal

data on the internet. This law will provide clear provisions on the collection, use and dissemination of personal data on social media.

With reference to these laws and regulations, social media users in Indonesia are expected to comply with applicable rules, maintain the integrity of information, respect individual privacy rights, and act responsibly in communicating and interacting on social media platforms. Violations of these provisions may be subject to administrative and criminal sanctions in accordance with applicable regulations.

h. Challenges faced in writing English on social media

Here are some challenges in using English on social media based on research or expert opinions:

1) Intercultural Communication Challenges:

Research indicates that students from different cultural backgrounds often struggle to navigate cultural nuances in English on social media. This can lead to misunderstandings or the inappropriate use of terms or phrases, reducing the effectiveness of their communication (Ting-Toomey & Chung, 2012).

2) Lack of Understanding of Social and Cultural Contexts:

Language and communication experts suggest that social media users unfamiliar with English cultural conventions often have difficulty understanding humor, slang usage, or subtle communication contexts. This can limit their ability to interact smoothly and effectively on these platforms (Crystal, 2006).

3) Finding and Using Accurate Information:

Studies show that students often face challenges in filtering valid and accurate information from various sources on social media. Inability to verify information can lead to the spread of fake news or unreliable information, negatively impacting their reputation (Purcell et al., 2012).

4) Time Management and Focus in Social Media Use:

Research highlights that students tend to spend significant amounts of time on social media, which can distract them from concentrating on academic tasks or improving their English language skills independently (Junco, 2012).

5) Understanding Policies and Ethical Use of Social Media:

Legal and information technology experts observe that students often lack awareness of the legal consequences of their activities on social media, including copyright infringement, defamation, or privacy violations. This lack of understanding can have significant negative consequences for their future (Kaye, 2011).

6) Reputation and Self-Image in Academic and Professional Environments:

Studies have shown that content posted on social media can have long-term impacts on students' reputations and self-image in the eyes of professors, peers, or potential employers. Inappropriate assessments or lack of awareness of online communication ethics can harm their career prospects (Vitak et al., 2011).

Understanding these challenges not only helps students develop better

English language competence on social media but also enables them to manage risks and maximize the benefits of their interactions in this complex digital environment.

3. Generation Z

a. Definition of Generation Z

There are some experts have diverse views in defining Generation Z according to three well-known experts:

- 1) Jean Twenge, (2023) is a psychologist and author best known for her research on generations, including Generation Z. According to Twenge, Generation Z is defined as individuals born from the mid-1990s to the early 2010s. She describes them as a generation that grew up in the digital age, where technology and social media play an important role in their daily lives. Twenge highlights their characteristics as creative, digitally connected, and likely to have high expectations of technology.
- 2) Pandita, (2022) state Generation Z is a generation full of critical thinkers, independent, and diversity-oriented. They prefer to work collaboratively and have a high interest in entrepreneurship and sustainability. Pandita also emphasizes that Generation Z values freedom of expression and has a high level of social awareness.
- 3) Barhate & Dirani, (2022), Generation Z is a generation that grew up in a time of economic and political uncertainty, which influenced their views on careers, education and life. They tend to seek jobs that provide flexibility and meaning, and have high expectations of technology in the

work environment.

The conclusion from these various views is that Generation Z is a heterogeneous group but has common characteristics that lead to an understanding of how they view the world, technology, work and life. They are a generation that has grown up in a sophisticated digital age, has high expectations of technology, is critical thinking, independent and digitally connected, and has a high interest in entrepreneurship, diversity and social awareness. Understanding the characteristics and preferences of Generation Z is important for many areas, including education, marketing, and workforce recruitment.

b. Characteristic Generation Z

Generation Z is unique and full of potential. They grew up in the digital and technological era, and thus have different characteristics from previous generations. According to Hernandez-de-Menendez et al., (2020; Prakash Yadav & Rai, (2017) here are some key characteristics of Generation Z:

- 1) **Digital Native:** Generation Z was born and raised with digital technology, so they are very familiar with the internet, social media, and electronic devices. They are adept at using technology for various purposes, such as communication, education, and entertainment.
- 2) **Creative and Innovative:** Generation Z is used to a world full of information and creative content. They have high imaginations and enjoy experimenting with new ideas. Their proficiency in technology and social media allows them to express their creativity online.

- 3) **Open and Inclusive:** Generation Z grew up in an era of globalization and multiculturalism. They are used to interacting with people from different backgrounds and cultures. This makes them more open and accepting of differences. They are also concerned about social and environmental issues.
- 4) **Independent and Entrepreneurial:** Generation Z is used to wide access to information and opportunities. They don't want to be stuck in traditional jobs and want to have control over their own lives. This makes them more independent and entrepreneurial.
- 5) **Privacy-conscious:** Generation Z is aware of the importance of privacy in the digital age. They are more cautious about sharing their personal information on social media and online.
- 6) **Multitasking and Fast Adapting:** Generation Z is used to a fast-paced, information-heavy world. They are able to multitask and adapt quickly to changes.
- 7) **Communicate Briefly and Effectively:** Generation Z is used to communicating concisely and effectively through social media and other online platforms. They use language that is informal and full of abbreviations.
- 8) **Have Many Choices and Want to Work Flexibly:** Generation Z has many options when it comes to education, career and lifestyle. They don't want to stick to one job and want to have flexibility in their work.

B. Previous Studies

There are several relevant studies related to the title of the current research, including the following:

Research by Dewi et al., (2022) investigated the use of social media in learning English. The results of the study The use of social media in teaching and learning activities has brought new contributions to the world of education, especially in language learning. By using social media, people from different countries can more easily communicate with each other to exchange or learn languages, such as English. As a global language, English has four skills that must be mastered to reach a level of proficiency. The four skills are reading, listening, speaking and writing. Among the four skills, writing is considered the most complex skill. With social media providing many conveniences and being very easy to use, utilizing social media to help learning writing is considered to help improve the effectiveness of learning. Therefore, this article tries to uncover the use of social media in learning English writing. The similarity between this research and the current research is that both examine social media and English, the difference lies in the focus where Dewi focuses on English language learning while the current research examines the importance of writing skills for the use of social media.

Smith and Johnson (2020), In their study, Smith and Johnson explored the impact of social media on English writing skills among university students. Their research revealed that active engagement on social media platforms positively influenced students' vocabulary expansion and writing proficiency in

English. They observed that frequent participation in written communication in English through social media channels contributed to the development of better writing skills. This finding resonates with your research focus on the significance of English writing skills in the context of social media usage among Generation Z students at IAIN Kerinci. The similarity lies in the emphasis on the role of social media in enhancing writing abilities. While the differences is in the focus of research, Dewi focuses on impact while the current research examines the importance of writing skills for the use of social media.

Brown and Garcia (2019): Brown and Garcia's study investigated the role of digital literacy in enhancing English writing competence among Generation Z individuals. They found that proficiency in navigating digital platforms and utilizing various online tools positively correlated with improved English writing skills. This aspect emphasizes the importance of not only social media usage but also broader digital literacy skills in fostering effective written communication in English. While your research primarily focuses on social media, considering the influence of digital literacy could enrich your understanding of the factors affecting English writing skills among Generation Z students. The similarity lies in the emphasis on the role of social media in enhancing writing abilities. While the differences is in the focus of research, Dewi focuses on impact while the current research examines the importance of writing skills for the use of social media.

Lee and Kim (2018): Lee and Kim examined how social media, when utilized as an informal learning tool, could enhance English writing skills among

EFL learners. Their research indicated that platforms like social media facilitated opportunities for EFL learners to practice writing in English outside formal educational settings. This study underscores the potential of social media as a supplementary learning resource for improving language skills, particularly in writing. While their focus is on EFL learners, the insights gleaned from their findings could offer valuable implications for your research on Generation Z students at IAIN Kerinci. The similarity lies in the emphasis on the role of social media in enhancing writing abilities. While the differences is in the object of research where Lee and Kim conduct a research in china while the researcher conduct a research in IAIN Kerinci's Generation Z

Martinez and Nguyen (2017): Martinez and Nguyen's research delved into the influence of online platforms, such as blogs and discussion forums, on university students' academic writing skills in English. They discovered that active participation in online writing communities contributed to the enhancement of students' academic writing proficiency. This study highlights the educational potential of online platforms beyond social media for improving specific writing skills, aligning with your research interest in understanding the impact of digital environments on English writing proficiency among Generation Z students. The similarity lies in the emphasis on the role of social media in enhancing writing abilities. While the differences is in focus of research Martinez and Nguyen focus on using sosial media but the while the current research examines the importance of writing skills for the use of social media.

Wilson and Taylor (2016): In their case study, Wilson and Taylor

investigated the correlation between social media usage and English language proficiency among Generation Z individuals. Their findings revealed a positive association between active engagement in social media platforms and higher levels of English language proficiency. This underscores the notion that frequent exposure to English content and communication on social media contributes to language skill development. While their study provides valuable insights into the broader relationship between social media and language proficiency, your research could offer a nuanced exploration within the specific context of IAIN Kerinci's Generation Z population. The similarity lies in the emphasis on the role of social media in enhancing writing abilities. While the differences is in focus of research Martinez and Nguyen focus on using sosial media but the while the current research examines the importance of writing skills for the use of social media.

Previous studies highlight the significant role of social media and digital literacy in enhancing English writing skills. Dewi et al. (2022) emphasize the use of social media in language learning, while Smith and Johnson (2020) and Brown and Garcia (2019) demonstrate that active engagement and digital proficiency positively influence writing abilities. These findings support the current research focus on the importance of English writing skills for social media usage among Generation Z students at IAIN Kerinci.

C. Conceptual Framework

In today's digital era, proficiency in English writing is essential for effective communication of ideas and emotions (Anwas et al., 2020), building image and credibility (Elola & Oskoz, 2017), and driving social and political change (Asafo-Adjei et al., 2023). Additionally, these skills contribute to expanding professional and academic networks (Al-Jarrah et al., 2019) and developing critical thinking abilities.

Despite these advantages, social media usage in academic and professional contexts also presents significant challenges. One of the primary difficulties is intercultural communication barriers (Ting-Toomey & Chung, 2012) and a lack of understanding of social and cultural contexts (Crystal, 2006). Moreover, students often struggle with finding and using accurate information (Purcell et al., 2012), managing their time and focus while using social media (Junco, 2012), and comprehending policies and ethical considerations regarding its usage (Kaye, 2011). Another crucial challenge involves the impact of social media on students' reputation and self-image in academic and professional environments (Vitak et al., 2011).

By recognizing both the benefits and challenges, students can make more informed decisions about using social media as a tool to enhance their writing skills, critical thinking, and credibility in academic and professional spheres. Therefore, the development of educational strategies that emphasize the effective utilization of social media is necessary to maximize the potential of English writing skills among Generation Z.

Based on the above, the following conceptual framework has been developed to illustrate the importance of English writing skills in the use of social media among Tadris English students at IAIN Kerinci.

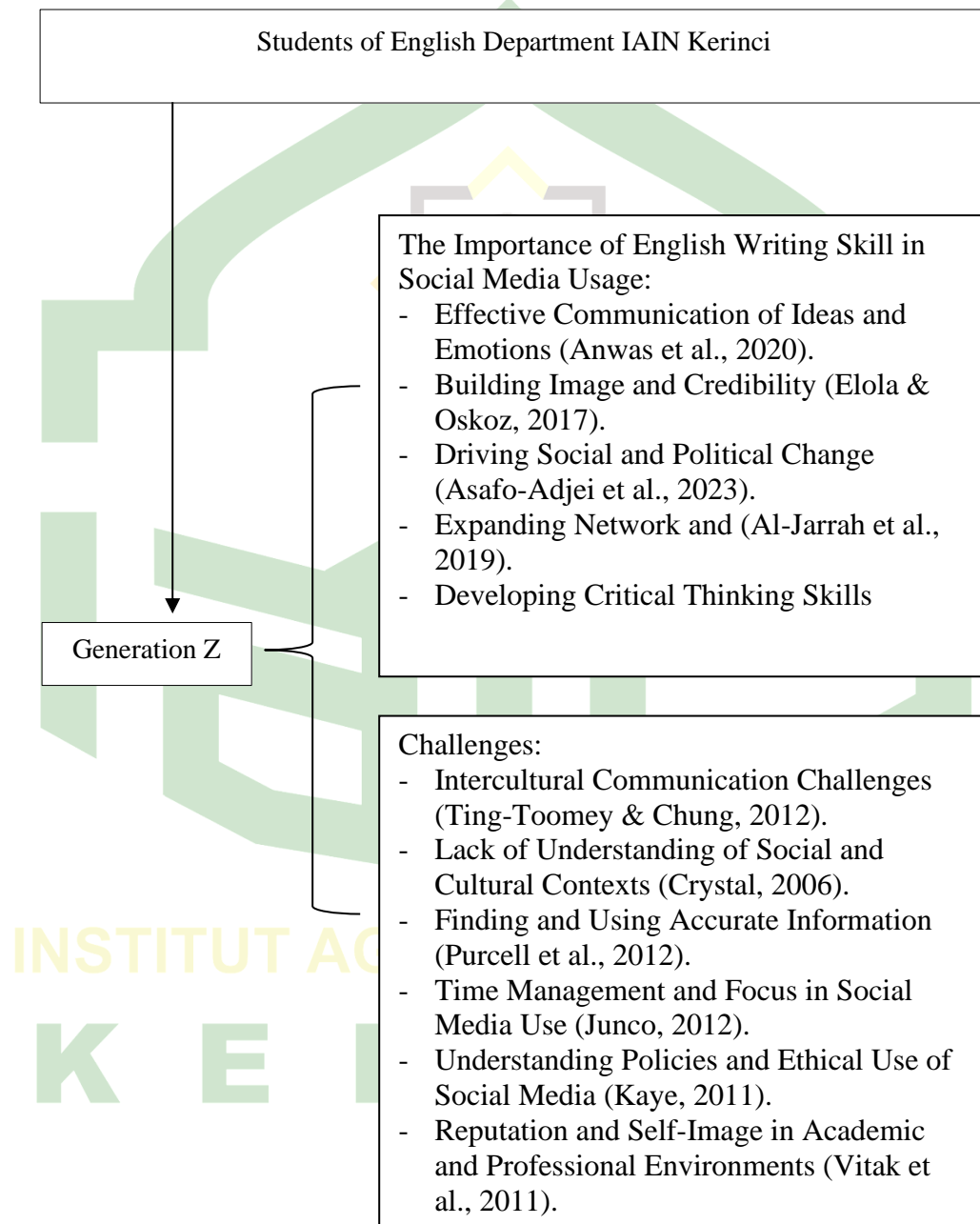


Figure 2.1
Conceptual Framework

CHAPTER III

RESEARCH METHODS

A. Research Type and Design

This research was a qualitative study with a phenomenological approach. Creswell & Guetterman, (2019) stated that the phenomenological approach was an effort to understand human experiences as perceived and explained by the individuals themselves by emphasizing the exploration of the essence and meaning of certain phenomena as experienced by participants, using in-depth interviews, observation, and sometimes other methods to collect rich and detailed data. Gay et al., (2012) added that the phenomenological approach in qualitative research aimed to understand individual experiences from their own perspectives without including the assumptions of the researchers.

Based on the research design above, the researchers examined phenomena related to students' perceptions regarding the importance of English writing skills in social media usage for Generation Z at IAIN Kerinci.

The qualitative research method with a phenomenological approach was chosen because it was considered relevant to explore students' perceptions of the importance of English writing skills in the use of social media among Generation Z at IAIN Kerinci. This approach enabled a deep understanding of individual experiences without incorporating the researchers' assumptions, thereby providing rich insights into their views and experiences.

B. Location and time of research

1. Location

The research was conducted at Campus 2 of IAIN Kerinci, specifically in the learning environment of the Faculty of Engineering and Computer Science (FTIK) within the English Education program. This setting served as the central location for academic activities involving second- and fourth-semester students. Within this environment, students engaged in various learning processes related to the study and practice of the English language. Therefore, the FTIK learning space was considered an appropriate site for this research, as it included a population of students who were in the process of developing their English proficiency, thereby providing an opportunity to explore the influence of various factors on their language learning experiences.

2. Time

The research was conducted in accordance with the research permit issued by the campus authorities, with the timeline scheduled from June 15, 2024, to July 15, 2024. Interviews were carried out outside of class hours to avoid disrupting ongoing lectures or other academic activities. This scheduling approach was designed to minimize interference with students' learning processes while facilitating comprehensive data collection and analysis within the designated timeframe.

C. Research Informants

According to Creswell & Guetterman, (2019) and Gay et al., (2012)

informants in the context of qualitative research refer to individuals or groups who provide information, views, or their experiences related to the research topic under study. The informants in this research are students of the English education study program who are in the 3th and 5th semesters each grade consist of four students. They are chosen because they belong to the generation Z. To determine the informants, the researchers use purposive sampling technique.

Creswell & Guetterman, (2019) and Gay et al., (2012) sated purposive sampling is a sampling technique used in qualitative research where researchers intentionally select informants or cases that are considered to have characteristics or criteria relevant to the research topic. The criteria for respondents who were sampled in this study are:

1. The informants are active students enrolled in the English Education study program at IAIN Kerinci.
2. Born between the years (2000-2010)
3. Own/use social media
4. Willing to be an informant in this research (proven by signing a letter of

willingness to be an informant) the format of the letter is attached in

Appendix 2.

D. Data Collection Technique

Creswell & Guetterman, (2019) and Gay et al., (2012) mention that data collection is a systematic process in research that involves gathering information from various sources to answer research questions. Data collection

in this research was collected by using interviews and documentation. In this study, the data collection methods used by researchers to obtain data are as follows:

1. Interview

Guided interviews were used in this research. Creswell & Guetterman, (2019) and Gay et al., (2012) stated Guided interviews is a data collection method in which the researcher uses a series of pre-designed questions to ask each informant. The process of question and answer when conducting interviews in research that takes place orally against two or more informants and hear directly information with a predetermined direction and purpose. The kind of interview that was used in this research was a semi-structured interview. The interview allows for the flexibility to explore topics in more depth based on the interviewee's responses.

Research instrument is semi structured by adapting several indicators from various experts. The indicators of the interview instrument are presented in the following table.

Table 3.1
Indicators Adapted for Interview Guideline

Aspect	Indicator	Sources	Items
The Importance of English Writing Skill in Social Media Usage	- Effective Communication of Ideas and Emotions	Anwas et al., 2020; Elola & Oskoz, 2017; Asafo-Adjei et al., 2023; Al-Jarrah et al., 2019; Puspita Dewi et al.,	1, 2
	- Building Image and Credibility		3, 4
			5,6

	<ul style="list-style-type: none"> - Driving Social and Political Change - Expanding Network - Developing Critical Thinking Skills 	2022).	7,8 9,10
Challenges writing in social media	<ul style="list-style-type: none"> - Intercultural Communication Challenges - Lack of Understanding of Social and Cultural Contexts - Finding and Using Accurate Information - Time Management and Focus in Social Media Use - Understanding Policies and Ethical Use of Social Media - Reputation and Self-Image in Academic and Professional Environments 	Ting-Toomey & Chung, 2012;Crystal, 2006;Purcell et al., 2012;Junco, 2012;Kaye, 2011; Vitak et al., 2011.	1,2 3,4 5,6 7,8 9,10 11,12

The interview question instrument was validated by an expert (in this case, an IAIN Kerinci English lecturer), and the interview guideline grid is attached as *Appendix 1*.

2. Observation

Observation is a crucial approach in research, enabling the collection

of deep and detailed data on human behavior in their natural contexts (Creswell & Guetterman, 2019). The participant observation method, in particular, offers researchers the opportunity to directly engage within their study environment, such as with students in an English education program. Focusing on the use of social media and the challenges of writing in English, researchers observe daily interactions of students, meticulously noting their reactions and identifying patterns that may influence their writing practices. This approach not only enriches our understanding of social and academic dynamics but also yields authentic and contextual data to deepen research analysis.

Based on the explanation above, the observation process in this study was carried out through the participant observation method. The researcher is directly involved in the environment being studied, namely the daily interactions of students in the English education program at IAIN Kerinci. Researchers carefully recorded reactions and patterns that could influence students' writing practices on social media. To facilitate the implementation of observation, the researcher used the observation sheet

on *Appendix 3*.

3. Documentation

The documentation method is to find data about things in the form of important records that are not widely published (Creswell & Guetterman, 2019). This documentation is usually in the form of transcripts, books, newspapers, magazines and so on. Documents are data

or information that has been documented, both in oral and written form . Documentation in this study is in the form of interview activities that researchers conducted with informants, namely students of the English education study program at IAIN Kerinci. To document the interview activities, the researcher used Handphone POCO M4 PRO, documentation in the form of photos of interview activities and recordings of interview results.

E. Analysis Data

Data analysis in this study used an interactive model as shown in Figure 3.1 below:

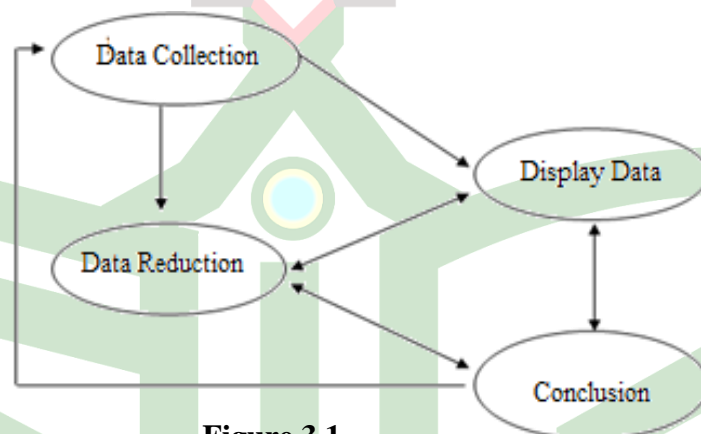


Figure 3.1
Interactive Stages of Data Analysis Model Miles and Huberman

Data analysis is the process of systematically searching and compiling data that has been obtained from interviews, observations and other materials, so that it can be easily understood and of course informed to others. Qualitative data analysis, as described by Miles et al., (2017) refers to a series of processes used to explore and interpret qualitative data gathered from various sources such as interviews, observations, documents, and artifacts. The primary goal of qualitative data analysis is to discover patterns, themes, and meanings within

the data.

The process of qualitative data analysis according to Miles et al., (2017) involves several stages:

1. Data Collection

At the data collection stage, researchers conducted interviews with informants related to the focus of the research. At this stage, qualitative data was collected through in-depth interviews with students. This aimed to explore their understanding of the importance of English writing skills on social media and the challenges they face.

2. Data Reduction

The data obtained is recorded in a detailed description. From the data that has been recorded, data simplification is then carried out. The data selected is only data related to the problem to be analyzed, in this case, the interview transcripts were coded to identify relevant themes and patterns. The data was grouped into categories such as perceptions of the importance of writing skills in English and the various challenges faced.

By reducing the data, the researcher can focus on the most significant information, making the analysis more focused and efficient.

3. Data Presentation

The data that has been determined is then arranged in an organized and detailed manner so that it is easy to understand. The data is then analyzed so that a description of the student's perception of the importance of English writing skills for social media use is obtained.

4. Conclusion Drawing/Verification

Conclusions are made about the results of the data obtained since the beginning of the research. This conclusion still requires verification (re-examination of the truth of the report) so that the results obtained are truly valid through consultation with the supervisor.

F. Data Validity Checking Technique

Triangulation is a technique used in qualitative research to enhance the validity and reliability of data by utilizing various data sources, methods, theories, or researchers. According to several experts in this field, triangulation has various approaches and applications that strengthen research findings. Miles et al., (2017) explain that triangulation involves using multiple data sources to ensure information consistency and reduce bias. In this context, researchers can collect data from interviews, observations, and documents to check the consistency of findings. Miles et al. emphasize that triangulation is not just about gathering more data but also about confirming the authenticity of data through various perspectives. For example, in a study on the importance of English writing skills in social media, researchers can compare data from interviews with students to the other students than compare with the theory.

Creswell & Guetterman, (2019) also support the use of triangulation as a method to enhance the validity of qualitative research. They outline four types of triangulation: data triangulation (using various data sources), researcher triangulation (using multiple researchers), theory triangulation

(using different theoretical perspectives), and method triangulation (using various research methods). Creswell & Guetterman emphasize that data triangulation is the most commonly used, where researchers collect data from different sources to verify the consistency of findings. For example, data on writing challenges in social media can be collected through interviews, surveys, and content analysis of social media writings.

Gay et al., (2012) add that triangulation helps identify and reduce interpretation errors by comparing data from various sources or methods. They explain that triangulation can be done through several strategies such as using data from different times, places, or different situations to ensure that findings are not limited to a specific context. In research focusing on English Education students at IAIN Kerinci, triangulation can be conducted by collecting data from students in different academic years or from different classes to ensure that findings are generally applicable.

By combining perspectives from Creswell & Guetterman, (2019); Gay et al., (2012); Miles et al., (2017) can conclude that triangulation is a crucial technique in qualitative research to enhance the validity and reliability of findings. By applying various data sources, methods, and perspectives, researchers can ensure that their findings are more accurate and trustworthy. In the context of research on the importance of English writing skills in social media, triangulation helps ensure that students' perceptions and challenges truly reflect the existing reality.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

This study aims to analyze the importance of English writing skills in social media usage as well as the challenges faced by university students in writing on social media. Interviews were conducted with eight informants, consisting of four third-semester students and four fifth-semester students who actively use Instagram or Facebook. Based on the conducted interviews, the key findings are as follows:

1. The Importance of Writing Skills in Social Media Use

Based on the interviews, students recognize that English writing skills are crucial in their social media activities, particularly on platforms such as Instagram (IG) and Facebook (FB). The key points include:

a. Effective Communication

English writing skills play a crucial role in students' social media activities. One of the main benefits is the enhancement of global communication abilities. Most informants stated that writing in English helps them interact with people from various countries.

Informant 1 stated,

"I often interact with friends from abroad through Instagram and Facebook. By writing in English, I can convey my messages more clearly and am not limited to communicating only with people from Indonesia."

The same point was expressed by Informant 3, who stated:

"I feel more confident when writing in English on social media because I can exchange information with students from other countries and learn from them."

With strong writing skills, they find it easier to understand and convey clear messages to a global audience. Additionally, proficiency in writing in English also contributes to enhancing students' self-confidence and professionalism. Several informants mentioned that they feel more valued when writing in English, particularly when sharing opinions or articles on social media platforms. Informant 5 stated:

"When I write in English, I feel more respected by my peers, and even some people I don't know engage with my writing, offering interesting perspectives," said Informant 5.

Meanwhile, Informant 7 expressed,

"Writing in English on LinkedIn or Instagram Stories makes me appear more professional. I want to work for an international company, so this helps me build a positive image."

They believe that the use of English creates an impression that an individual possesses broader knowledge and better communication skills compared to simply using a local language. Not only in the social aspect, but writing skills in English also have a positive impact on academics and career. The majority of informants agree that writing in English enhances their academic skills, particularly in understanding scientific articles and composing essays.

Informant 2 emphasized,

"When writing in English, I become more accustomed to correct sentence structures. This is very helpful when working on university assignments, especially when I have to write papers in English."

Informant 6 also added,

"I want to work abroad, so writing in English is very important. I often post formal and academic writing on social media, which has attracted the attention of several recruiters."

Therefore, writing skills in English become an important investment for students who wish to pursue careers at the international level. Additionally, the opportunity to learn and access information is another major benefit of writing in English on social media. Some students revealed that they have had the chance to join international communities that support the development of their skills.

Informant 4 mentioned,

"I was invited to join an online discussion group about linguistics after writing an opinion on Facebook. From there, I was able to learn many new things that I didn't know before."

Meanwhile, Informant 8 said,

"I found many free online courses in English after I started actively writing on Twitter. Some friends on social media also recommended useful learning resources to me."

Thus, writing skills in English are not only beneficial for communication and career aspects but also open new opportunities in education and personal development. Writing skills in English on social media offer numerous benefits for students, ranging from global communication, enhanced professionalism, to academic and career opportunities. The informants recognize that proficiency in English writing not only improves their communication skills but also opens various opportunities in the increasingly globally connected digital world. Therefore, enhancing English writing abilities has become a necessity that cannot be overlooked in today's digital era.

b. Building Image and Credibility

Writing in English on social media is not merely a communication tool, but also a strategic asset for students in building their professional image and

credibility. Many students are aware that good writing skills on social media can enhance their job prospects, especially at the international level. Informant 1 shared,

"I want to appear professional on social media, so I make an effort to write well in English."

This indicates that awareness of digital image is increasingly growing, with students starting to use social media as a platform for personal branding. Furthermore, the ability to write in English on social media is also seen as an attractive quality for potential employers. Informant 2 stated,

"Writing in English makes my profile more attractive to potential employers."

In line with this, Informant 3 added,

"I want to enter the international job market, so I am starting to build my professional image now."

This statement indicates that students already have a long-term perspective on the benefits of writing in English, especially in building personal branding for their careers. Some students also use social media as a platform to showcase their work experience and skills to a broader audience.

Informant 4 mentioned,

"I often make posts about my work experience in English so that more people can see it."

Meanwhile, Informant 5 highlighted the importance of writing in English as part of career preparation,

"Many companies are looking for candidates who can write in English, so I train myself by writing on social media."

In other words, they view social media not just as a place to share

experiences, but also as a strategic step to attract professional attention and potential employers. Beyond professional image, writing in English also plays a role in building credibility in the digital world. Informant 6 emphasized,

"I believe social media can be my professional portfolio, so I always write neatly in English."

Meanwhile, Informant 7 added,

"By writing in English, I demonstrate that I have good communication skills."

Both statements highlight that social media can be a platform to showcase one's competency in communication, which is an essential skill in the modern workplace. Lastly, some students also see writing in English as a strategy to expand their reach and enhance their credibility in specific fields. Informant 8 stated,

"I want to become an influencer in the field of education, so I make an effort to write in English to appear more credible."

This shows that students are not only utilizing their writing skills for personal needs but also to build influence in the broader digital world. Overall, this study reveals that writing skills in English have a significant impact on building students' image and credibility on social media. Awareness of the importance of personal branding through social media is increasing, and many students are using these platforms as tools to establish their professional reputation. By writing in English consistently and with quality, they not only enhance job opportunities but also strengthen their position in the increasingly competitive digital world.

c. Expanding Networks and Enhancing Language Skills

The use of English on social media provides students with significant opportunities to expand their social networks and improve their language skills. With the ability to write in English, students can interact with people from different countries, enriching their experience of global communication. Informant 1 stated,

"I made foreign friends because I can speak English."

This indicates that English language skills open opportunities for students to connect with a broader international community. In addition to expanding their social circle, writing in English also helps students improve their communication skills with people from diverse cultural backgrounds.

Informant 2 shared,

"By writing in English, I can communicate with people from various countries."

This statement is reinforced by Informant 3, who noted,

"I had the opportunity to practice the English I learned at IAIN directly on social media with native speakers."

This suggests that social media serves as an effective platform for students to apply what they have learned in class in real-life communication situations. Social media is also used as a practice space for students to deepen their English language skills. Informant 4 mentioned,

"I use social media to help me find friends to practice my English."

Meanwhile, Informant 5 emphasized that cross-country communication has become easier with English,

"I communicate with people from abroad in English."

Both statements indicate that social media provides immediate opportunities for students to interact and learn from various English speakers worldwide. Beyond the practical benefits of communication, writing in English on social media also offers students a sense of personal satisfaction. Informant 6 shared,

"Using English on social media gives me a sense of pride."

This highlights that English language skills are not only a communication tool but also become a part of students' identity and personal achievement. Furthermore, students also use English in academic and professional interactions within the campus. Informant 7 stated,

"Sometimes, fellow students in the English department chat with each other on social media in English."

This demonstrates that social media provides an environment that supports students in honing their skills, even among peers. Meanwhile, Informant 8 highlighted the broader benefits of international connections,

"English connections with friends both domestically and abroad have a positive value for improving my English skills."

This statement underscores that the wider the social network students have, the greater the opportunity to develop practical English language skills.

Overall, this study shows that social media plays an important role in expanding students' social networks and enhancing their English language skills. Through interactions with native speakers and international

communities, students can refine their communication skills, gain broader learning experiences, and build connections that are valuable for their academic and professional development.

2. Challenges in Writing English on Social Media

Writing in English on social media provides many benefits, but it also presents several challenges for students. Based on interviews with informants, some of the main obstacles they face include fear of grammatical mistakes, lack of self-confidence, limited reading habits in English, and lack of support from their surrounding environment.

a. Fear of Grammar Mistakes and Word Choice

For many students, writing in English on social media is not easy because they often fear making grammatical errors and using incorrect words. This fear causes them to hesitate to write and sometimes choose not to use English in their posts. Informant 1 revealed,

"I often hesitate when writing in English because I'm afraid my grammar will be wrong."

This statement indicates that concerns about grammar structure are a major barrier for students when writing. Mistakes in grammar are seen as something embarrassing, especially if the post is read by many people on social media. Additionally, concerns about improper word choices also pose a challenge. Students often feel that their vocabulary is limited, making it difficult to express their ideas clearly. Informant 2 shared,

"Sometimes I write a status in English, but then I delete it because I'm afraid there might be a mistake."

This shows that it's not only grammar that is an obstacle, but also the lack of confidence in using the right words in English. When students feel uncertain about the words they use, they are more likely to avoid writing in English altogether. Many students also find it challenging to find the right words or phrases to express their ideas. Informant 3 mentioned,

"I often feel confused about which word to use to express my ideas in English."

This limitation in vocabulary is often caused by the lack of reading in English, leading to minimal exposure to words in various contexts. As a result, students tend to use simpler words that sometimes cannot fully convey their thoughts. Fear of grammar mistakes and word choice is also influenced by social factors. Some students worry that their mistakes will become the subject of mockery or criticism from others. Informant 4 shared,

"I'm afraid if someone corrects my writing in the comment section and humiliates me."

This fear is heightened by the culture of social media, which often highlights mistakes rather than efforts in learning. A similar sentiment was expressed by Informant 5,

"I once wrote in English on social media, but a friend mocked me. Since then, I've been hesitant to write again."

This phenomenon demonstrates that the social environment plays a significant role in building or hindering students' confidence in writing in English. In addition to external factors, this fear also arises from students' self-perception that their abilities fall short of the expected standards. Informant 6 stated,

"I feel that my writing skills are still lacking, so it's better not to write in English than to make mistakes."

In fact, making mistakes is a natural part of the learning process and can be a way to improve writing skills. However, social pressure and overly high standards make students reluctant to try and prefer to play it safe by using Indonesian instead. On the other hand, some students try to avoid mistakes by relying too much on automatic translation tools, which further diminishes their confidence in writing independently. Informant 7 shared,

"I often use Google Translate to write, but I still feel unsure whether it's correct or not."

This reliance on tools reflects a lack of confidence in their own ability to construct correct English sentences. The lack of writing practice also contributes to the emergence of this fear. If students rarely write, they will find it increasingly difficult to improve their skills. Informant 8 emphasized,

"I rarely write in English, so it feels harder every time I try."

This shows that without consistent practice, students will continue to face the same barriers and become more afraid to try. From the various statements of the informants, it can be concluded that the fear of grammar mistakes and word choice is one of the main challenges in writing in English on social media.

This issue is not only influenced by language limitations but also by social and psychological factors, such as the fear of criticism and lack of self-confidence.

Therefore, to overcome these barriers, students need to build a habit of reading in English, improve their writing practice gradually, and create a supportive environment so they feel more comfortable using English on social media.

One of the biggest challenges students face when writing in English is the fear of grammatical errors (grammar) and incorrect word choices. They are afraid that their writing might contain mistakes that could embarrass them in front of their friends or followers on social media. Informant 1 revealed,

"I often hesitate when writing in English because I'm afraid my grammar will be wrong."

This concern was also expressed by Informant 2,

"Sometimes I write a status in English, but then I delete it because I'm afraid there might be a mistake."

In addition to grammar, choosing the right words is also a challenge for students. They find it difficult to find the right words or phrases to convey their intentions clearly. Informant 3 said,

"I often feel confused about which word to use to express my ideas in English."

This is exacerbated by the lack of exposure to new vocabulary, which makes them tend to use limited words.

b. Lack of Self-Confidence

Many students who actually possess basic skills in writing in English still hesitate to use it on social media. The main factor contributing to this hesitation is the fear of criticism from others. Informant 4 revealed,

"I am afraid that someone will correct my writing in the comment section and embarrass me."

Additionally, there is a concern that they will be labeled as "pretentious" by their peers. Informant 5 stated,

"I once wrote in English on social media, but a friend mocked me. Since then, I became hesitant to write again."

This lack of self-confidence prevents many students from trying and practicing writing in English. In reality, the more they write, the better their ability to structure sentences and select appropriate vocabulary becomes. However, the fear of being criticized or judged by others makes them prefer to continue writing in Indonesian or using a mixture of languages.

c. Lack of Reading Habit in English

Another challenge students face in writing on social media is the lack of a reading habit in English. Reading is one of the best ways to improve writing skills, yet many students rarely engage in it. Informant 6 admitted,

"I rarely read articles or books in English, so sometimes I struggle to find the right words when writing."

The lack of exposure to reading materials in English also impacts their writing style. Informant 7 stated,

"I often feel that my writing is stiff because I'm not used to seeing examples of writing in English."

This indicates that without a reading habit, students find it difficult to construct sentences that are natural and easy to understand. They also tend to use overly simple sentence structures due to insufficient reference material.

d. Lack of Support from the Environment

Another factor influencing students' writing ability is the lack of support from their surrounding environment. Some students expressed that their environment provides little motivation to practice writing in English. Informant 8 mentioned,

"At campus, only a few friends enjoy writing in English, so I don't have many places to discuss or exchange ideas."

Additionally, there is social pressure that discourages students from writing in English. Informant 9 explained,

"Sometimes I feel reluctant to write in English because my environment is more comfortable using Indonesian."

Without encouragement from their surroundings, students will find it more challenging to develop a writing habit and improve their skills consistently.

B. Discussion

1. The Importance of Writing Skills in Social Media Use

Based on research conducted on eight students of IAIN Kerinci's English study program who actively use social media, it can be concluded that writing skills in English play an important role in their activities on platforms such as Instagram and Facebook. This research highlights some significant benefits experienced by the students, especially in terms of communication, professionalism, and career or academic opportunities.

First, English writing skills have proven effective in expanding global communication. The students involved in this study stated that their ability to write in English enables them to interact with people from various countries. This indicates that English serves as a primary tool in bridging intercultural communication gaps. As expressed by several informants, they feel more confident and valued when writing in English, which indirectly enhances their

credibility in the digital world. Moreover, these writing skills have had a positive impact on their academic and professional lives. Informants 2 and 6, for example, reported an improvement in their writing abilities for academic assignments and future career opportunities. This aligns with the findings of Al-Jarrah et al. (2019), which suggest that social media plays a vital role in developing English writing skills at both school and university levels.

Furthermore, using English on social media also helps students build their professional image and credibility. Students do not merely use social media to share personal experiences but also as a means to introduce themselves professionally to a wider audience. This aligns with their awareness of the importance of personal branding in the digital era. Writing in English on social media becomes a tool for showcasing their competence and communication skills, which are highly valued in the job market. Some informants, such as Informants 1 and 5, mentioned that they feel more respected and perceived as professionals when they write in English, which opens up greater career opportunities, particularly in international companies. According to Barhate & Dirani (2022), personal branding and English communication skills strongly correlate with the career prospects of young professionals across various global industries.

Equally important, using English on social media enables students to expand their social networks and improve their language skills. As several informants noted, social media provides them with opportunities to interact with native English speakers, enriching their cross-cultural communication

experiences. It also allows them to practice their English skills in real-time, accelerating the learning process. Anwas et al. (2020) emphasize that social media can enhance language skills through direct interaction with global communities, providing a more contextual and authentic learning experience. By expanding their international social networks, students not only improve their English proficiency but also open doors to collaborations in academic and professional projects.

Overall, this study demonstrates that English writing skills on social media not only enhance students' communication abilities but also offer additional benefits in building credibility, professionalism, and expanding social networks. Given the increasingly significant role of social media in digital life, mastering English writing skills is essential for students in today's era of globalization. Therefore, improving English skills through social media should be a primary focus for students who wish to fully leverage the potential of the digital world and strengthen their position in the global market.

2. Challenges in Writing English on Social Media

Writing in English on social media provides numerous benefits, such as improving communication skills and expanding global networks. However, many students struggle to use written English effectively on digital platforms due to various challenges. These challenges include fear of grammatical mistakes, lack of confidence, limited exposure to English reading materials, and insufficient support from their surroundings. These factors are interconnected and significantly impact students' willingness and ability to

write in English.

One of the primary obstacles students face is the fear of making grammatical errors and incorrect word choices. This fear often discourages them from writing in English, and in many cases, they prefer to avoid using the language altogether. Krashen (1982) highlights that affective factors like anxiety and lack of confidence can hinder language learning, preventing students from expressing their thoughts freely. Moreover, Brown (2007) emphasizes that errors should be viewed as a natural part of the learning process rather than a failure. Unfortunately, many students still perceive mistakes as something to be ashamed of, which further reinforces their reluctance to write in English.

In addition to grammatical concerns, students' lack of confidence plays a crucial role in their hesitancy to write in English on social media. Self-efficacy, as defined by Bandura (1997), refers to an individual's belief in their ability to succeed in a particular task. When students fear that their writing will be criticized or ridiculed, their confidence decreases, making them more likely to avoid writing altogether. However, research by Dörnyei (2005) suggests that intrinsic motivation and a supportive environment can significantly enhance learners' language skills. This indicates the importance of fostering a positive and encouraging atmosphere where students feel safe to practice and improve their writing without fear of negative judgment.

Another major challenge is the lack of reading habits in English, which directly affects students' writing abilities. According to Grabe and Stoller

(2011), reading is essential for vocabulary acquisition and mastery of sentence structure. Without sufficient reading input, students struggle to construct sentences naturally and find appropriate words to express their ideas. Nation (2009) further explains that exposure to written English through reading enhances one's ability to understand language patterns, which is crucial for developing writing skills. Therefore, encouraging students to engage in regular reading activities can be a practical approach to improving their writing proficiency.

Environmental factors also play a significant role in students' writing development. According to Vygotsky (1978), social interaction is key to language acquisition. When students are surrounded by an environment that does not encourage the use of English, they have fewer opportunities to practice and refine their writing skills. Ellis (2008) further supports this notion, stating that a rich linguistic environment is necessary for effective second language learning. To address this issue, educational institutions and academic communities should create spaces where students can engage in English writing activities without excessive fear of criticism.

In conclusion, the challenges students face in writing English on social media—fear of grammatical errors, lack of confidence, limited reading habits, and insufficient environmental support—are interrelated and significantly impact their ability to write effectively. Overcoming these challenges requires a comprehensive approach that includes fostering a supportive learning environment, promoting regular reading habits, and shifting students' mindset

to see mistakes as part of the learning journey. By addressing these factors, students can gradually build their confidence in using English on social media and improve their writing skills over time.



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CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTION

A. Conclusions

Based on the findings and discussion, the following conclusions can be drawn as following:

1. The Importance of Writing Skills in Social Media Use for Generation Z students at IAIN Kerinci lies in the fact that English writing skills on social media are crucial for students, as they help expand global communication, enhance professionalism, and open up broader career and academic opportunities by improving English communication skills through practice.
2. Challenges in Writing English on Social Media faced by Generation Z students at IAIN Kerinci include various difficulties, such as fear of grammatical errors, lack of confidence, limited reading habits in English, and an unsupportive environment.

B. Suggestion

1. Generation Z should be more active in utilizing social media as a platform to improve their English writing skills, thereby expanding their global network and career opportunities.
2. Universities should provide computer-based English writing training programs and create an environment that supports the development of students' language skills.
3. Future researchers are encouraged to explore effective strategies for enhancing students' motivation in writing English on social media and its impact on their academic and professional development.

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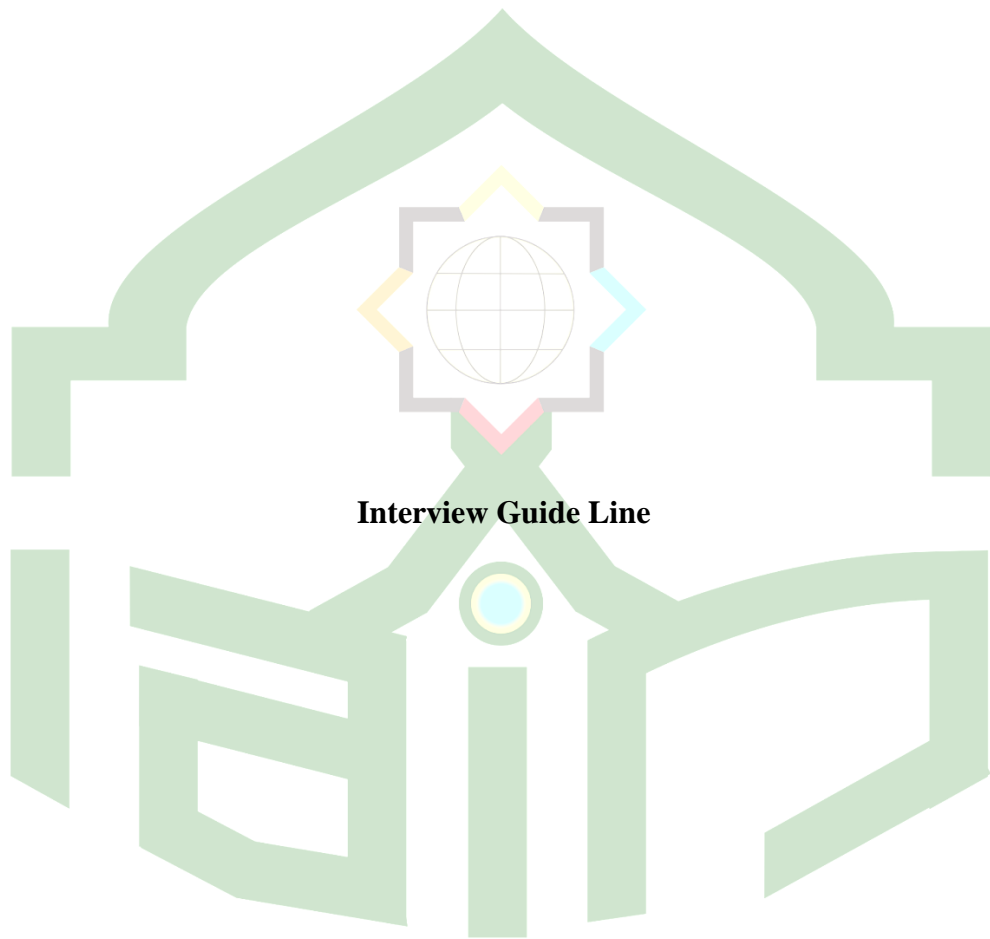
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K E R I N C I

Appendix 1



Interview Guide Line

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Indicators Adapted for Interview Guideline

Aspect	Indicator	Sources
The Importance of English Writing Skill in Social Media Usage	<ul style="list-style-type: none"> - Effective Communication of Ideas and Emotions - Building Image and Credibility - Driving Social and Political Change - Expanding Network - Developing Critical Thinking Skills 	Anwas et al., 2020; Elola & Oskoz, 2017; Asafo-Adjei et al., 2023; Al-Jarrah et al., 2019; Puspita Dewi et al., 2022).
Challenges writing in social media	<ul style="list-style-type: none"> - Intercultural Communication Challenges - Lack of Understanding of Social and Cultural Contexts - Finding and Using Accurate Information - Time Management and Focus in Social Media Use - Understanding Policies and Ethical Use of Social Media - Reputation and Self-Image in Academic and Professional Environments 	Ting-Toomey & Chung, 2012; Crystal, 2006; Purcell et al., 2012; Junco, 2012; Kaye, 2011; Vitak et al., 2011.

INTERVIEW GUIDELINE

Topik: Pentingnya Keterampilan Menulis Bahasa Inggris dalam Penggunaan Media Sosial dan Tantangan Menulis di Media Sosial

Salam dan Pengenalan

Assalamu'alaikum Wr Wb.

Terima kasih telah meluangkan waktu untuk wawancara ini. Saya [Aulia Rachmad Pidie Saputra], dan saya melakukan penelitian tentang pentingnya keterampilan menulis dalam bahasa Inggris di media sosial bagi mahasiswa jurusan Pendidikan Bahasa Inggris di IAIN Kerinci. Semua informasi yang Anda berikan akan dijaga kerahasiaannya dan partisipasi Anda bersifat sukarela. Anda bisa berhenti kapan saja jika merasa tidak nyaman.

Informasi Latar Belakang

- Bisa tolong sebutkan nama, usia, dan tahun studi Anda?
- Mengapa Anda memilih jurusan Pendidikan Bahasa Inggris?
- Platform media sosial apa yang paling sering Anda gunakan?
- Seberapa sering Anda menggunakan media sosial setiap hari?

A. Pentingnya Keterampilan Menulis Bahasa Inggris dalam Penggunaan Media Sosial

1. Bagaimana menurut Anda keterampilan menulis dalam bahasa Inggris mempengaruhi kemampuan Anda dalam menyampaikan ide di media sosial?
2. Bisakah Anda memberikan contoh ketika Anda berhasil atau mengalami kesulitan dalam menyampaikan ide melalui tulisan di media sosial?
3. Menurut Anda, sejauh mana menulis dalam bahasa Inggris di media sosial berkontribusi pada pembentukan citra dan kredibilitas Anda?
4. Apakah Anda pernah menulis dalam bahasa Inggris di media sosial dengan tujuan mempengaruhi orang lain? Bagaimana keterampilan menulis dalam bahasa Inggris berperan dalam hal tersebut?
5. Bagaimana menulis dalam bahasa Inggris di media sosial membantu Anda dalam memperluas koneksi sosial Anda?
6. Apakah Anda pernah mendapat permintaan untuk terus menulis dalam bahasa Inggris di media sosial dari orang lain? Jelaskan.
7. Bagaimana menurut Anda menulis dalam bahasa Inggris di media sosial berkontribusi terhadap pengembangan keterampilan berpikir kritis Anda?
8. Bisakah Anda memberikan contoh bagaimana menulis dalam bahasa Inggris di media sosial telah membantu meningkatkan kemampuan berpikir kritis?

B. Tantangan Menulis di Media Sosial

1. Apa saja tantangan yang Anda hadapi dalam menulis bahasa Inggris di media sosial?
2. Bagaimana Anda mengatasi kesalahan dalam menulis bahasa Inggris di media sosial?
3. Apakah Anda pernah mengalami situasi di mana tulisan Anda disalahartikan karena kurangnya keterampilan menulis yang baik? Ceritakan lebih lanjut.
4. Bagaimana Anda memastikan bahwa informasi yang Anda tulis di media sosial akurat sesuai dengan tata bahasa Inggris yang baik dan benar?
5. Seberapa penting menurut Anda memahami kebijakan dan etika penggunaan media sosial saat menulis dalam bahasa Inggris?
6. Apakah Anda pernah mengalami kesulitan dalam memahami atau mengikuti kebijakan dan etika penggunaan media sosial? Ceritakan pengalaman Anda.
7. Bagaimana menulis dalam bahasa Inggris di media sosial mempengaruhi reputasi dan citra diri Anda dalam lingkungan akademik dan profesional?
8. Apakah Anda pernah khawatir bahwa tulisan Anda di media sosial dapat berdampak negatif pada reputasi akademik atau profesional Anda? Mengapa?

Penutupan

Terima kasih atas waktu dan wawasan Anda. Informasi yang Anda berikan sangat berharga untuk penelitian ini. Wassalamu'alaikum Wr Wb

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Appendix 2

Observation Sheet

BSERVATION SHEET (LEMBAR OBSERVASI)

Informan	Aspek yang Diamati	Deskripsi Observasi	Indikator Keberhasilan	Catatan Tambahan
1	Aktivitas menulis dalam bahasa Inggris di media sosial	Frekuensi dan jenis tulisan yang diposting oleh mahasiswa (status, caption, artikel, dsb.)	Mahasiswa aktif menulis dalam bahasa Inggris minimal sekali dalam seminggu	
2	Kepercayaan diri dalam menulis bahasa Inggris	Sikap mahasiswa terhadap kesalahan tata bahasa dan feedback dari teman	Mahasiswa tidak takut mencoba menulis meskipun ada kesalahan	
3	Interaksi dengan pengguna lain di media sosial	Respon mahasiswa terhadap komentar atau diskusi dalam bahasa Inggris	Mahasiswa aktif menanggapi komentar dalam bahasa Inggris	
4	Penggunaan tata bahasa dan kosa kata	Kualitas tulisan berdasarkan aspek gramatikal dan pilihan kata	Struktur kalimat relatif benar dan kosa kata variatif	
5	Faktor penghambat dalam menulis bahasa Inggris	Kendala yang dialami mahasiswa dalam menulis di media sosial	Kendala dapat diidentifikasi dengan jelas oleh peneliti	

Appendix 3



VALIDATION SHEET

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VALIDATION SHEET

For Interview Guidelines

A. Instructions for completing the validation

- This validation sheet is intended to validate the interview instrument that has been compiled. Please give a score by giving a check mark (✓) in the column that has been adjusted to the criteria: Very suitable (4) Done 3, Not suitable (3) Very unsuitable (1).
- If you consider that there is a need for revision, please provide revision points in the suggestions and criticisms section on the sheet provided.

B. Validation

No	Aspects	Validator 1	Validator 2
1	Suitability of interview questions with the purpose of the interview		
2	Interview questions are easy to understand		
3	The purpose of the question is formulated briefly and clearly		
4	The language used does not contain double meanings		

C. Comments and Suggestions

Validator 1

.....

Validator 2

.....

D. Conclusion

Conclusion	Validator 1	Validator 2
Valid (can be used)		
Valid (can be used with some revisions)	✓	✓
Invalid (cannot be used)		

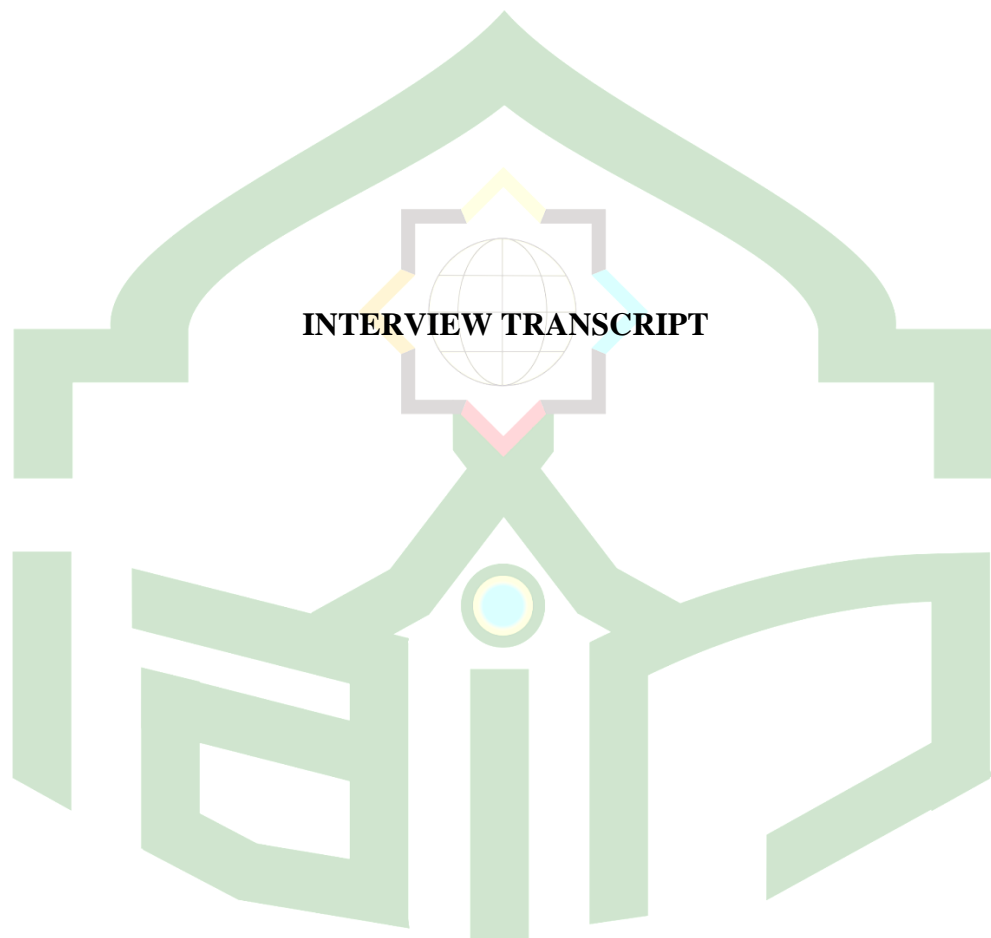
Validator II

Yelma
 (.....
Yelni Eniyati, M.Pd)

Validator I

Okh
 (.....
Okh Wilymafidini, SS, M.Pd)

Appendix 4



INTERVIEW TRANSCRIPT

**INSTITUT AGAMA ISLAM NEGERI
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Tabel Transkrip Wawancara Informan 1

No	Pertanyaan	Jawaban Informan 1
A. Pentingnya Keterampilan Menulis Bahasa Inggris dalam Penggunaan Media Sosial		
1	Bagaimana menurut Anda keterampilan menulis dalam bahasa Inggris mempengaruhi kemampuan Anda dalam menyampaikan ide di media sosial?	"Saya merasa bahwa menulis dalam bahasa Inggris membantu saya mengekspresikan ide dengan lebih luas karena saya bisa menjangkau audiens internasional. Dengan menulis dalam bahasa Inggris, saya bisa berbagi pemikiran dengan lebih banyak orang."
2	Bisakah Anda memberikan contoh ketika Anda berhasil atau mengalami kesulitan dalam menyampaikan ide melalui tulisan di media sosial?	"Saya pernah menulis opini tentang pendidikan di Instagram dalam bahasa Inggris dan mendapat banyak tanggapan positif. Namun, saya juga pernah mengalami kesulitan ketika menulis karena takut salah dalam penggunaan tata bahasa."
3	Menurut Anda, sejauh mana menulis dalam bahasa Inggris di media sosial berkontribusi pada pembentukan citra dan kredibilitas Anda?	"Saya rasa sangat berkontribusi, karena orang-orang melihat saya sebagai seseorang yang memiliki wawasan luas dan profesional. Kredibilitas saya meningkat karena tulisan yang saya buat terlihat lebih akademis dan serius."
4	Apakah Anda pernah menulis dalam bahasa Inggris di media sosial dengan tujuan mempengaruhi orang lain? Bagaimana keterampilan menulis dalam bahasa Inggris berperan dalam hal tersebut?	"Ya, saya pernah menulis tentang isu lingkungan dan mendapat banyak dukungan dari teman-teman. Keterampilan menulis dalam bahasa Inggris membantu saya merangkai argumen yang lebih persuasif."
5	Bagaimana menulis dalam bahasa Inggris di media sosial membantu Anda dalam memperluas koneksi sosial Anda?	"Saya bisa berinteraksi dengan lebih banyak orang dari berbagai negara yang memiliki ketertarikan yang sama. Bahkan, saya pernah diajak bergabung dalam sebuah forum diskusi online."
6	Apakah Anda pernah mendapat permintaan untuk terus menulis dalam bahasa Inggris di media sosial dari orang lain? Jelaskan.	"Ya, beberapa teman saya menyarankan saya untuk lebih sering menulis dalam bahasa Inggris karena mereka merasa tulisan saya menarik dan bermanfaat."
7	Bagaimana menurut Anda menulis dalam bahasa Inggris di media sosial berkontribusi terhadap pengembangan keterampilan berpikir kritis Anda?	"Saya jadi lebih teliti dalam menulis dan lebih berhati-hati dalam memilih kata agar pesan yang saya sampaikan tidak disalahartikan."

8	Bisakah Anda memberikan contoh bagaimana menulis dalam bahasa Inggris di media sosial telah membantu meningkatkan kemampuan berpikir kritis?	"Saya sering menulis opini dan berdiskusi di kolom komentar. Dari situ, saya belajar bagaimana menyusun argumen dengan lebih logis dan berdasarkan data."
B. Tantangan Menulis di Media Sosial		
1	Apa saja tantangan yang Anda hadapi dalam menulis bahasa Inggris di media sosial?	"Kesulitan utama saya adalah kurang percaya diri dan takut salah dalam tata bahasa."
2	Bagaimana Anda mengatasi kesalahan dalam menulis bahasa Inggris di media sosial?	"Saya biasanya mengecek ulang tulisan saya dengan aplikasi grammar checker sebelum mempostingnya."
3	Apakah Anda pernah mengalami situasi di mana tulisan Anda disalahartikan karena kurangnya keterampilan menulis yang baik? Ceritakan lebih lanjut.	"Pernah, saya menggunakan kata yang memiliki makna ambigu, sehingga pembaca salah memahami maksud saya. Sejak itu, saya lebih berhati-hati dalam memilih kata."
4	Bagaimana Anda memastikan bahwa informasi yang Anda tulis di media sosial akurat sesuai dengan tata bahasa Inggris yang baik dan benar?	"Saya sering membaca referensi atau artikel berbahasa Inggris sebelum menulis dan menggunakan alat pengecekan tata bahasa."
5	Seberapa penting menurut Anda memahami kebijakan dan etika penggunaan media sosial saat menulis dalam bahasa Inggris?	"Sangat penting, karena tulisan kita bisa berdampak besar, baik secara positif maupun negatif."
6	Apakah Anda pernah mengalami kesulitan dalam memahami atau mengikuti kebijakan dan etika penggunaan media sosial? Ceritakan pengalaman Anda.	"Pernah, saya tidak sadar bahwa ada aturan tertentu dalam membagikan opini, terutama terkait isu sensitif."
7	Bagaimana menulis dalam bahasa Inggris di media sosial mempengaruhi reputasi dan citra diri Anda dalam lingkungan akademik dan profesional?	"Saya merasa lebih dihargai dalam lingkungan akademik karena tulisan saya sering dianggap lebih berkualitas."
8	Apakah Anda pernah khawatir bahwa tulisan Anda di media sosial dapat berdampak negatif pada reputasi akademik atau profesional Anda? Mengapa?	"Ya, saya khawatir jika ada kesalahan dalam tulisan saya, orang akan menilai saya tidak kompeten."

Tabel Transkrip Wawancara Informan 2

A. Pentingnya Keterampilan Menulis Bahasa Inggris dalam Penggunaan Media Sosial

No	Pertanyaan	Jawaban Informan 2
1	Bagaimana menurut Anda keterampilan menulis dalam bahasa Inggris mempengaruhi kemampuan Anda dalam menyampaikan ide di media sosial?	"Keterampilan menulis dalam bahasa Inggris sangat membantu saya menyampaikan ide dengan lebih luas. Saya dapat berkomunikasi dengan audiens internasional dan memperjelas pesan saya dengan struktur yang lebih baik."
2	Bisakah Anda memberikan contoh ketika Anda berhasil atau mengalami kesulitan dalam menyampaikan ide melalui tulisan di media sosial?	"Saya pernah membuat postingan opini tentang pendidikan di akun Instagram saya. Banyak orang dari berbagai negara memberikan tanggapan positif, tetapi saya juga mengalami kesulitan dalam memilih kata yang tepat agar tidak menimbulkan kesalahpahaman."
3	Menurut Anda, sejauh mana menulis dalam bahasa Inggris di media sosial berkontribusi pada pembentukan citra dan kredibilitas Anda?	"Saya merasa lebih dihargai dan dianggap lebih profesional ketika menulis dalam bahasa Inggris. Banyak teman dan dosen saya mengapresiasi tulisan saya."
4	Apakah Anda pernah menulis dalam bahasa Inggris di media sosial dengan tujuan mempengaruhi orang lain? Bagaimana keterampilan menulis dalam bahasa Inggris berperan dalam hal tersebut?	"Ya, saya pernah menulis tentang pentingnya membaca literatur akademik dalam bahasa Inggris. Banyak yang setuju dan beberapa orang mengatakan bahwa tulisan saya menginspirasi mereka untuk mulai membaca lebih banyak."
5	Bagaimana menulis dalam bahasa Inggris di media sosial membantu Anda dalam memperluas koneksi sosial Anda?	"Saya bisa berinteraksi dengan orang-orang dari berbagai negara. Bahkan, saya pernah diajak bergabung dalam komunitas akademik internasional setelah mereka membaca tulisan saya."
6	Apakah Anda pernah mendapat permintaan untuk terus menulis dalam bahasa Inggris di media sosial dari orang lain? Jelaskan.	"Ya, beberapa teman dan pengikut saya meminta saya untuk terus berbagi tulisan dalam bahasa Inggris karena mereka merasa itu membantu mereka dalam belajar."
7	Bagaimana menurut Anda menulis dalam bahasa Inggris di media sosial berkontribusi terhadap pengembangan	"Saya harus berpikir lebih dalam sebelum menulis sesuatu agar tulisan saya tetap relevan dan tidak menyesatkan."

	keterampilan berpikir kritis Anda?	
8	Bisakah Anda memberikan contoh bagaimana menulis dalam bahasa Inggris di media sosial telah membantu meningkatkan kemampuan berpikir kritis?	"Saya pernah membuat ulasan tentang buku yang saya baca. Hal ini memaksa saya untuk menganalisis isi buku dengan lebih kritis agar ulasan saya bisa dipahami oleh audiens yang lebih luas."

B. Tantangan Menulis di Media Sosial

No	Pertanyaan	Jawaban Informan 2
1	Apa saja tantangan yang Anda hadapi dalam menulis bahasa Inggris di media sosial?	"Kadang saya ragu dengan tata bahasa yang saya gunakan dan takut membuat kesalahan."
2	Bagaimana Anda mengatasi kesalahan dalam menulis bahasa Inggris di media sosial?	"Saya sering menggunakan alat pemeriksa tata bahasa seperti Grammarly dan meminta teman yang lebih fasih untuk mengoreksi sebelum saya memposting."
3	Apakah Anda pernah mengalami situasi di mana tulisan Anda disalahartikan karena kurangnya keterampilan menulis yang baik? Ceritakan lebih lanjut.	"Ya, pernah. Saya menulis opini tentang sistem pendidikan, tetapi beberapa orang salah paham dengan maksud saya karena saya kurang jelas dalam menyusun kalimat."
4	Bagaimana Anda memastikan bahwa informasi yang Anda tulis di media sosial akurat sesuai dengan tata bahasa Inggris yang baik dan benar?	"Saya membaca ulang tulisan saya beberapa kali dan membandingkannya dengan referensi akademik sebelum dipublikasikan."
5	Seberapa penting menurut Anda memahami kebijakan dan etika penggunaan media sosial saat menulis dalam bahasa Inggris?	"Sangat penting, karena tulisan kita bisa berdampak luas. Saya berusaha untuk tidak menyinggung pihak lain dan memastikan tulisan saya tidak mengandung informasi hoaks."
6	Apakah Anda pernah mengalami kesulitan dalam memahami atau mengikuti kebijakan dan etika penggunaan media sosial? Ceritakan pengalaman Anda.	"Ya, kadang saya kesulitan memahami peraturan platform tertentu, seperti bagaimana mengutip sumber dengan benar di media sosial."
7	Bagaimana menulis dalam bahasa Inggris di media sosial mempengaruhi reputasi dan citra diri Anda dalam	"Saya merasa lebih dihormati dalam lingkungan akademik karena banyak yang melihat saya sebagai seseorang yang serius dalam menulis."

	lingkungan akademik dan profesional?	
8	Apakah Anda pernah khawatir bahwa tulisan Anda di media sosial dapat berdampak negatif pada reputasi akademik atau profesional Anda? Mengapa?	"Ya, saya selalu berhati-hati dalam menulis agar tidak salah paham atau dianggap tidak profesional oleh dosen dan kolega."

Tabel Transkrip Wawancara Informan 3

No	Pertanyaan	Jawaban Informan 3
A. Pentingnya Keterampilan Menulis Bahasa Inggris dalam Penggunaan Media Sosial		
1	Bagaimana menurut Anda keterampilan menulis dalam bahasa Inggris mempengaruhi kemampuan Anda dalam menyampaikan ide di media sosial?	"Menurut saya, keterampilan menulis dalam bahasa Inggris sangat membantu saya dalam menyampaikan ide di media sosial karena memungkinkan saya untuk menjangkau lebih banyak orang, termasuk mereka yang bukan penutur bahasa Indonesia."
2	Bisakah Anda memberikan contoh ketika Anda berhasil atau mengalami kesulitan dalam menyampaikan ide melalui tulisan di media sosial?	"Saya pernah menulis artikel pendek tentang isu lingkungan dalam bahasa Inggris di Instagram. Banyak yang memberikan respons positif, tetapi ada juga yang mengkritik tata bahasa saya."
3	Menurut Anda, sejauh mana menulis dalam bahasa Inggris di media sosial berkontribusi pada pembentukan citra dan kredibilitas Anda?	"Sangat berkontribusi. Saya merasa lebih profesional dan dihargai ketika menulis dalam bahasa Inggris, terutama dalam diskusi akademik."
4	Apakah Anda pernah menulis dalam bahasa Inggris di media sosial dengan tujuan mempengaruhi orang lain? Bagaimana keterampilan menulis dalam bahasa Inggris berperan dalam hal tersebut?	"Ya, saya pernah menulis tentang pentingnya membaca buku dalam bahasa Inggris. Dengan tata bahasa yang baik, tulisan saya lebih meyakinkan dan mendapatkan banyak dukungan."
5	Bagaimana menulis dalam bahasa Inggris di media sosial membantu Anda dalam memperluas koneksi sosial Anda?	"Saya bisa berinteraksi dengan orang-orang dari berbagai negara dan bergabung dengan komunitas internasional yang memiliki minat yang sama."

6	Apakah Anda pernah mendapat permintaan untuk terus menulis dalam bahasa Inggris di media sosial dari orang lain? Jelaskan.	"Beberapa teman saya meminta saya untuk terus menulis dalam bahasa Inggris karena mereka merasa tulisan saya menarik dan bermanfaat."
7	Bagaimana menurut Anda menulis dalam bahasa Inggris di media sosial berkontribusi terhadap pengembangan keterampilan berpikir kritis Anda?	"Saat menulis dalam bahasa Inggris, saya harus lebih berhati-hati dalam memilih kata dan menyusun argumen, sehingga membantu saya berpikir lebih kritis."
8	Bisakah Anda memberikan contoh bagaimana menulis dalam bahasa Inggris di media sosial telah membantu meningkatkan kemampuan berpikir kritis?	"Ketika saya menulis opini tentang isu sosial, saya harus mencari referensi yang kuat dan menyusunnya dengan logis agar tidak mudah dibantah."
B. Tantangan Menulis di Media Sosial		
1	Apa saja tantangan yang Anda hadapi dalam menulis bahasa Inggris di media sosial?	"Kesulitan utama saya adalah kurangnya kosa kata dan rasa takut membuat kesalahan tata bahasa."
2	Bagaimana Anda mengatasi kesalahan dalam menulis bahasa Inggris di media sosial?	"Saya biasanya menggunakan alat pemeriksa tata bahasa seperti Grammarly dan meminta teman yang lebih mahir untuk memeriksa tulisan saya."
3	Apakah Anda pernah mengalami situasi di mana tulisan Anda disalahartikan karena kurangnya keterampilan menulis yang baik? Ceritakan lebih lanjut.	"Ya, saya pernah menulis sebuah opini yang ternyata memiliki makna ganda. Akibatnya, beberapa orang salah paham dan saya harus menjelaskan maksud saya lagi."
4	Bagaimana Anda memastikan bahwa informasi yang Anda tulis di media sosial akurat sesuai dengan tata bahasa Inggris yang baik dan benar?	"Saya selalu membaca ulang tulisan saya, mencari referensi yang valid, dan menggunakan alat bantu seperti Google Translate dan Grammarly."
5	Seberapa penting menurut Anda memahami kebijakan dan etika penggunaan media sosial saat menulis dalam bahasa Inggris?	"Sangat penting. Menulis tanpa memahami etika bisa menimbulkan kesalahpahaman atau bahkan konsekuensi hukum."
6	Apakah Anda pernah mengalami kesulitan dalam memahami atau mengikuti kebijakan dan etika penggunaan media sosial? Ceritakan pengalaman Anda.	"Saya pernah mengalami masalah ketika menggunakan kutipan tanpa menyebut sumbernya. Akhirnya saya belajar untuk lebih berhati-hati dalam menulis."
7	Bagaimana menulis dalam bahasa Inggris di media sosial	"Menulis dalam bahasa Inggris membuat saya terlihat lebih kompeten

	mempengaruhi reputasi dan citra diri Anda dalam lingkungan akademik dan profesional?	dan profesional di mata dosen dan rekan kerja."
8	Apakah Anda pernah khawatir bahwa tulisan Anda di media sosial dapat berdampak negatif pada reputasi akademik atau profesional Anda? Mengapa?	"Ya, saya khawatir jika saya membuat kesalahan fatal dalam tulisan saya, karena bisa berdampak pada persepsi orang terhadap kemampuan akademik saya."

Tabel Transkrip Wawancara Informan 4

No	Pertanyaan	Jawaban Informan 4
A. Pentingnya Keterampilan Menulis Bahasa Inggris dalam Penggunaan Media Sosial		
1	Bagaimana menurut Anda keterampilan menulis dalam bahasa Inggris mempengaruhi kemampuan Anda dalam menyampaikan ide di media sosial?	"Menurut saya, keterampilan menulis dalam bahasa Inggris sangat membantu dalam menyampaikan ide secara lebih luas. Saya bisa menjangkau lebih banyak orang dan mendapatkan tanggapan dari komunitas internasional."
2	Bisakah Anda memberikan contoh ketika Anda berhasil atau mengalami kesulitan dalam menyampaikan ide melalui tulisan di media sosial?	"Saya pernah menulis opini tentang pendidikan bahasa Inggris dan mendapat tanggapan positif dari teman-teman luar negeri. Namun, saya juga pernah mengalami kesulitan ketika salah menggunakan tata bahasa, yang membuat pesan saya kurang dipahami."
3	Menurut Anda, sejauh mana menulis dalam bahasa Inggris di media sosial berkontribusi pada pembentukan citra dan kredibilitas Anda?	"Saya merasa menulis dalam bahasa Inggris membuat saya terlihat lebih profesional dan kredibel, terutama ketika membahas topik akademik."
4	Apakah Anda pernah menulis dalam bahasa Inggris di media sosial dengan tujuan mempengaruhi orang lain? Bagaimana keterampilan menulis dalam bahasa Inggris berperan dalam hal tersebut?	"Ya, saya pernah menulis tentang pentingnya belajar bahasa Inggris dan beberapa teman terinspirasi untuk meningkatkan keterampilan mereka."
5	Bagaimana menulis dalam bahasa Inggris di media sosial membantu Anda dalam	"Dengan menulis dalam bahasa Inggris, saya bisa berinteraksi dengan orang-orang dari berbagai negara dan bergabung dalam komunitas global."

	memperluas koneksi sosial Anda?	
6	Apakah Anda pernah mendapat permintaan untuk terus menulis dalam bahasa Inggris di media sosial dari orang lain? Jelaskan.	"Ya, beberapa teman menyarankan agar saya terus menulis dalam bahasa Inggris karena mereka merasa tulisan saya informatif dan inspiratif."
7	Bagaimana menurut Anda menulis dalam bahasa Inggris di media sosial berkontribusi terhadap pengembangan keterampilan berpikir kritis Anda?	"Menulis dalam bahasa Inggris mengharuskan saya untuk berpikir lebih logis dan terstruktur, yang berdampak pada keterampilan berpikir kritis saya."
8	Bisakah Anda memberikan contoh bagaimana menulis dalam bahasa Inggris di media sosial telah membantu meningkatkan kemampuan berpikir kritis?	"Saya sering menulis opini dan harus mencari referensi yang valid agar argumen saya kuat, ini meningkatkan kemampuan berpikir kritis saya."
B. Tantangan Menulis di Media Sosial		
1	Apa saja tantangan yang Anda hadapi dalam menulis bahasa Inggris di media sosial?	"Tantangan terbesar adalah tata bahasa dan kosa kata yang masih perlu saya tingkatkan."
2	Bagaimana Anda mengatasi kesalahan dalam menulis bahasa Inggris di media sosial?	"Saya biasanya menggunakan alat bantu seperti Grammarly dan meminta teman untuk mengecek tulisan saya sebelum dipublikasikan."
3	Apakah Anda pernah mengalami situasi di mana tulisan Anda disalahartikan karena kurangnya keterampilan menulis yang baik? Ceritakan lebih lanjut.	"Ya, pernah sekali saya menggunakan kata yang memiliki makna ganda, sehingga pembaca salah memahami maksud saya."
4	Bagaimana Anda memastikan bahwa informasi yang Anda tulis di media sosial akurat sesuai dengan tata bahasa Inggris yang baik dan benar?	"Saya selalu memeriksa sumber informasi saya dan menggunakan referensi terpercaya sebelum menulis."
5	Seberapa penting menurut Anda memahami kebijakan dan etika penggunaan media sosial saat menulis dalam bahasa Inggris?	"Sangat penting, karena kesalahan kecil bisa berdampak besar, terutama dalam lingkungan profesional."
6	Apakah Anda pernah mengalami kesulitan dalam memahami atau mengikuti kebijakan dan etika penggunaan	"Pernah, saya kurang memahami aturan terkait hak cipta dalam membagikan informasi akademik."

	media sosial? Ceritakan pengalaman Anda.	
7	Bagaimana menulis dalam bahasa Inggris di media sosial mempengaruhi reputasi dan citra diri Anda dalam lingkungan akademik dan profesional?	"Saya merasa lebih dihargai dan dianggap memiliki wawasan luas ketika menulis dalam bahasa Inggris."
8	Apakah Anda pernah khawatir bahwa tulisan Anda di media sosial dapat berdampak negatif pada reputasi akademik atau profesional Anda? Mengapa?	"Ya, saya selalu berhati-hati dalam menulis agar tidak menyinggung pihak lain atau menulis informasi yang salah."

Tabel Transkrip Wawancara Informan 5

A. Pentingnya Keterampilan Menulis Bahasa Inggris dalam Penggunaan Media Sosial

No	Pertanyaan	Jawaban Informan 5
1	Bagaimana menurut Anda keterampilan menulis dalam bahasa Inggris mempengaruhi kemampuan Anda dalam menyampaikan ide di media sosial?	"Menulis dalam bahasa Inggris membantu saya menyampaikan ide dengan lebih luas karena bisa menjangkau pembaca dari berbagai negara. Dengan menggunakan bahasa Inggris, saya bisa berbagi pemikiran dan berdiskusi dengan komunitas internasional."
2	Bisakah Anda memberikan contoh ketika Anda berhasil atau mengalami kesulitan dalam menyampaikan ide melalui tulisan di media sosial?	"Saya pernah menulis opini tentang pendidikan dalam bahasa Inggris di Facebook dan mendapatkan respons positif dari beberapa mahasiswa luar negeri. Namun, saya juga pernah kesulitan dalam menyusun kalimat yang kompleks dan akhirnya pesan saya kurang dipahami."
3	Menurut Anda, sejauh mana menulis dalam bahasa Inggris di media sosial berkontribusi pada pembentukan citra dan kredibilitas Anda?	"Saya merasa menulis dalam bahasa Inggris meningkatkan kredibilitas saya, terutama di lingkungan akademik. Banyak teman dan dosen menghargai usaha saya dalam menulis dengan baik."
4	Apakah Anda pernah menulis dalam bahasa Inggris di media sosial dengan tujuan	"Ya, saya pernah menulis tentang pentingnya literasi digital dan ternyata banyak teman yang setuju dan

	mempengaruhi orang lain? Bagaimana keterampilan menulis dalam bahasa Inggris berperan dalam hal tersebut?	membagikan tulisan saya. Keterampilan menulis sangat penting untuk memastikan pesan saya diterima dengan jelas."
5	Bagaimana menulis dalam bahasa Inggris di media sosial membantu Anda dalam memperluas koneksi sosial Anda?	"Saya bisa bergabung dengan forum diskusi internasional dan mendapatkan teman dari berbagai negara yang memiliki minat serupa."
6	Apakah Anda pernah mendapat permintaan untuk terus menulis dalam bahasa Inggris di media sosial dari orang lain? Jelaskan.	"Beberapa teman pernah menyarankan saya untuk terus menulis dalam bahasa Inggris karena mereka merasa tulisan saya bermanfaat dan menginspirasi."
7	Bagaimana menurut Anda menulis dalam bahasa Inggris di media sosial berkontribusi terhadap pengembangan keterampilan berpikir kritis Anda?	"Menulis dalam bahasa Inggris mengharuskan saya berpikir lebih sistematis dan mempertimbangkan berbagai perspektif sebelum mempublikasikan sesuatu."
8	Bisakah Anda memberikan contoh bagaimana menulis dalam bahasa Inggris di media sosial telah membantu meningkatkan kemampuan berpikir kritis?	"Saya pernah menulis tentang isu sosial dan mendapatkan berbagai tanggapan yang menantang sudut pandang saya, sehingga saya harus menganalisis ulang argumen saya dengan lebih kritis."

B. Tantangan Menulis di Media Sosial

No	Pertanyaan	Jawaban Informan 5
1	Apa saja tantangan yang Anda hadapi dalam menulis bahasa Inggris di media sosial?	"Kesulitan utama adalah tata bahasa dan pemilihan kata yang tepat agar tulisan saya mudah dipahami."
2	Bagaimana Anda mengatasi kesalahan dalam menulis bahasa Inggris di media sosial?	"Saya biasanya menggunakan alat bantu seperti Grammarly dan meminta teman yang lebih fasih untuk memberikan masukan."
3	Apakah Anda pernah mengalami situasi di mana tulisan Anda disalahartikan karena kurangnya keterampilan menulis yang baik? Ceritakan lebih lanjut.	"Pernah, saya menulis tentang isu gender dan beberapa orang salah menginterpretasikan maksud saya. Setelah itu, saya belajar untuk menulis dengan lebih hati-hati dan jelas."
4	Bagaimana Anda memastikan bahwa informasi yang Anda tulis di media sosial akurat?	"Saya selalu memeriksa ulang tulisan saya, membaca referensi sebelum menulis, dan menghindari

	sesuai dengan tata bahasa Inggris yang baik dan benar?	menerjemahkan langsung dari bahasa Indonesia."
5	Seberapa penting menurut Anda memahami kebijakan dan etika penggunaan media sosial saat menulis dalam bahasa Inggris?	"Sangat penting, karena tulisan kita bisa diakses oleh siapa saja dan dapat berpengaruh terhadap reputasi kita."
6	Apakah Anda pernah mengalami kesulitan dalam memahami atau mengikuti kebijakan dan etika penggunaan media sosial? Ceritakan pengalaman Anda.	"Pernah, saya tidak menyadari bahwa ada aturan tertentu terkait hak cipta ketika membagikan artikel, dan saya mendapat teguran."
7	Bagaimana menulis dalam bahasa Inggris di media sosial mempengaruhi reputasi dan citra diri Anda dalam lingkungan akademik dan profesional?	"Menulis dalam bahasa Inggris memberikan kesan bahwa saya memiliki wawasan luas dan serius dalam dunia akademik."
8	Apakah Anda pernah khawatir bahwa tulisan Anda di media sosial dapat berdampak negatif pada reputasi akademik atau profesional Anda? Mengapa?	"Ya, karena sekali sesuatu dipublikasikan, sulit untuk menghapusnya sepenuhnya. Oleh karena itu, saya selalu berhati-hati dalam menulis."

Tabel Transkrip Wawancara Informan 6

No	Pertanyaan	Jawaban Informan 6
A. Pentingnya Keterampilan Menulis Bahasa Inggris dalam Penggunaan Media Sosial		
1	Bagaimana menurut Anda keterampilan menulis dalam bahasa Inggris mempengaruhi kemampuan Anda dalam menyampaikan ide di media sosial?	"Saya merasa bahwa menulis dalam bahasa Inggris membantu saya menyampaikan ide dengan lebih luas. Saya bisa berkomunikasi dengan lebih banyak orang dari berbagai negara dan mendapatkan berbagai perspektif baru."
2	Bisakah Anda memberikan contoh ketika Anda berhasil atau mengalami kesulitan dalam menyampaikan ide melalui tulisan di media sosial?	"Saya pernah menulis opini tentang pendidikan bahasa Inggris di Instagram. Banyak yang memberikan respons positif, tetapi ada juga yang mengkritik tata bahasa saya. Itu membuat saya lebih berhati-hati dan terus belajar."
3	Menurut Anda, sejauh mana menulis dalam bahasa Inggris di	"Menurut saya, sangat berpengaruh. Jika saya bisa menulis dengan baik,

	media sosial berkontribusi pada pembentukan citra dan kredibilitas Anda?	orang akan melihat saya sebagai seseorang yang kompeten dan percaya diri dalam menggunakan bahasa Inggris."
4	Apakah Anda pernah menulis dalam bahasa Inggris di media sosial dengan tujuan mempengaruhi orang lain? Bagaimana keterampilan menulis dalam bahasa Inggris berperan dalam hal tersebut?	"Ya, saya pernah menulis tentang pentingnya belajar bahasa Inggris bagi mahasiswa. Dengan pemilihan kata yang tepat, saya bisa menyampaikan pesan dengan jelas dan menarik perhatian lebih banyak orang."
5	Bagaimana menulis dalam bahasa Inggris di media sosial membantu Anda dalam memperluas koneksi sosial Anda?	"Saya bisa berinteraksi dengan teman-teman dari luar negeri, mengikuti komunitas global, dan belajar dari pengalaman mereka."
6	Apakah Anda pernah mendapat permintaan untuk terus menulis dalam bahasa Inggris di media sosial dari orang lain? Jelaskan.	"Ya, beberapa teman saya meminta saya untuk terus menulis dalam bahasa Inggris karena mereka merasa tulisan saya membantu mereka belajar."
7	Bagaimana menurut Anda menulis dalam bahasa Inggris di media sosial berkontribusi terhadap pengembangan keterampilan berpikir kritis Anda?	"Saya harus lebih teliti dalam memilih kata dan struktur kalimat. Ini membantu saya berpikir lebih dalam sebelum menulis."
8	Bisakah Anda memberikan contoh bagaimana menulis dalam bahasa Inggris di media sosial telah membantu meningkatkan kemampuan berpikir kritis?	"Saya sering membahas topik akademik dan mendapat berbagai tanggapan. Ini membuat saya belajar membangun argumen yang lebih kuat."
B. Tantangan Menulis di Media Sosial		
1	Apa saja tantangan yang Anda hadapi dalam menulis bahasa Inggris di media sosial?	"Kesulitan utama adalah takut membuat kesalahan tata bahasa dan kurangnya percaya diri."
2	Bagaimana Anda mengatasi kesalahan dalam menulis bahasa Inggris di media sosial?	"Saya menggunakan alat bantu seperti Grammarly dan meminta teman yang lebih mahir untuk mengoreksi tulisan saya."
3	Apakah Anda pernah mengalami situasi di mana tulisan Anda disalahartikan karena kurangnya keterampilan menulis yang baik? Ceritakan lebih lanjut.	"Ya, pernah. Saya menulis tentang suatu topik, tetapi ada yang salah paham karena saya tidak menggunakan tanda baca yang tepat."

4	Bagaimana Anda memastikan bahwa informasi yang Anda tulis di media sosial akurat sesuai dengan tata bahasa Inggris yang baik dan benar?	"Saya selalu membaca ulang tulisan saya dan membandingkannya dengan sumber yang kredibel."
5	Seberapa penting menurut Anda memahami kebijakan dan etika penggunaan media sosial saat menulis dalam bahasa Inggris?	"Sangat penting, karena kita harus bertanggung jawab atas apa yang kita tulis agar tidak menyinggung orang lain."
6	Apakah Anda pernah mengalami kesulitan dalam memahami atau mengikuti kebijakan dan etika penggunaan media sosial? Ceritakan pengalaman Anda.	"Saya pernah secara tidak sengaja menggunakan kata yang dianggap tidak pantas di budaya lain, dan saya mendapat kritik karenanya."
7	Bagaimana menulis dalam bahasa Inggris di media sosial mempengaruhi reputasi dan citra diri Anda dalam lingkungan akademik dan profesional?	"Menulis dalam bahasa Inggris yang baik membuat saya terlihat lebih profesional dan meningkatkan peluang saya di dunia akademik maupun kerja."
8	Apakah Anda pernah khawatir bahwa tulisan Anda di media sosial dapat berdampak negatif pada reputasi akademik atau profesional Anda? Mengapa?	"Tentu saja, karena jika saya menulis sesuatu yang kurang sopan atau tidak akurat, itu bisa berdampak pada bagaimana orang lain menilai saya."

Tabel Transkrip Wawancara Informan 7

A. Pentingnya Keterampilan Menulis Bahasa Inggris dalam Penggunaan Media Sosial

No	Pertanyaan	Jawaban Informan 7
1	Bagaimana menurut Anda keterampilan menulis dalam bahasa Inggris mempengaruhi kemampuan Anda dalam menyampaikan ide di media sosial?	"Menulis dalam bahasa Inggris membantu saya menyampaikan ide dengan lebih luas karena bisa diakses oleh orang-orang dari berbagai negara. Saya merasa lebih percaya diri dalam berbagi gagasan."
2	Bisakah Anda memberikan contoh ketika Anda berhasil atau mengalami kesulitan dalam menyampaikan ide melalui tulisan di media sosial?	"Saya pernah menulis opini tentang pendidikan di Instagram dalam bahasa Inggris, dan mendapat respons positif dari mahasiswa luar negeri. Namun, pernah juga ada kesulitan ketika saya

		salah memilih kata sehingga maksud saya kurang dipahami."
3	Menurut Anda, sejauh mana menulis dalam bahasa Inggris di media sosial berkontribusi pada pembentukan citra dan kredibilitas Anda?	"Saya merasa lebih profesional ketika menulis dalam bahasa Inggris, terutama di platform seperti LinkedIn. Itu memberi kesan bahwa saya serius dalam bidang akademik dan profesional."
4	Apakah Anda pernah menulis dalam bahasa Inggris di media sosial dengan tujuan mempengaruhi orang lain? Bagaimana keterampilan menulis dalam bahasa Inggris berperan dalam hal tersebut?	"Ya, saya pernah menulis artikel pendek tentang pentingnya membaca buku dalam bahasa Inggris. Dengan menulis yang jelas dan menarik, saya bisa membuat orang lain tertarik dan berdiskusi lebih lanjut."
5	Bagaimana menulis dalam bahasa Inggris di media sosial membantu Anda dalam memperluas koneksi sosial Anda?	"Saya dapat berinteraksi dengan komunitas internasional, mengikuti diskusi di grup akademik, dan bahkan mendapat tawaran kolaborasi dari mahasiswa luar negeri."
6	Apakah Anda pernah mendapat permintaan untuk terus menulis dalam bahasa Inggris di media sosial dari orang lain? Jelaskan.	"Ya, beberapa teman dan dosen meminta saya untuk terus berbagi tulisan dalam bahasa Inggris karena mereka menganggap itu bermanfaat."
7	Bagaimana menurut Anda menulis dalam bahasa Inggris di media sosial berkontribusi terhadap pengembangan keterampilan berpikir kritis Anda?	"Saya harus benar-benar berpikir sebelum menulis agar pesan yang saya sampaikan jelas. Ini membantu saya lebih analitis dalam menyusun argumen."
8	Bisakah Anda memberikan contoh bagaimana menulis dalam bahasa Inggris di media sosial telah membantu meningkatkan kemampuan berpikir kritis?	"Saat menulis esai pendek tentang perubahan iklim di Facebook, saya melakukan riset terlebih dahulu agar argumen saya kuat dan berdasarkan fakta."

B. Tantangan Menulis di Media Sosial

No	Pertanyaan	Jawaban Informan 7
1	Apa saja tantangan yang Anda hadapi dalam menulis bahasa Inggris di media sosial?	"Tantangan terbesar adalah takut membuat kesalahan tata bahasa dan kurangnya kosakata yang tepat."
2	Bagaimana Anda mengatasi kesalahan dalam menulis bahasa Inggris di media sosial?	"Saya selalu mengecek ulang tulisan saya menggunakan alat seperti Grammarly dan meminta teman yang

		lebih fasih untuk meninjau sebelum diposting."
3	Apakah Anda pernah mengalami situasi di mana tulisan Anda disalahartikan karena kurangnya keterampilan menulis yang baik? Ceritakan lebih lanjut.	"Pernah sekali saya menulis opini yang seharusnya bersifat netral, tetapi karena pemilihan kata yang kurang tepat, orang menganggap saya berpihak pada satu kelompok tertentu."
4	Bagaimana Anda memastikan bahwa informasi yang Anda tulis di media sosial akurat sesuai dengan tata bahasa Inggris yang baik dan benar?	"Saya membaca referensi dari sumber terpercaya dan selalu memeriksa grammar sebelum mengunggahnya."
5	Seberapa penting menurut Anda memahami kebijakan dan etika penggunaan media sosial saat menulis dalam bahasa Inggris?	"Sangat penting karena bisa mempengaruhi cara orang menanggapi tulisan saya. Saya selalu berhati-hati agar tidak menyinggung orang lain."
6	Apakah Anda pernah mengalami kesulitan dalam memahami atau mengikuti kebijakan dan etika penggunaan media sosial? Ceritakan pengalaman Anda.	"Pernah, saya membagikan berita yang ternyata hoaks. Setelah mendapat teguran, saya jadi lebih berhati-hati dalam menyebarkan informasi."
7	Bagaimana menulis dalam bahasa Inggris di media sosial mempengaruhi reputasi dan citra diri Anda dalam lingkungan akademik dan profesional?	"Saya merasa tulisan saya bisa meningkatkan citra saya sebagai akademisi yang serius, tetapi juga bisa merugikan jika ada kesalahan yang tidak disengaja."
8	Apakah Anda pernah khawatir bahwa tulisan Anda di media sosial dapat berdampak negatif pada reputasi akademik atau profesional Anda? Mengapa?	"Ya, karena di era digital, jejak tulisan di internet sulit dihapus. Oleh karena itu, saya selalu berhati-hati dalam menulis."

Tabel Transkrip Wawancara Informan 8

No	Pertanyaan	Jawaban Informan 8
A. Pentingnya Keterampilan Menulis Bahasa Inggris dalam Penggunaan Media Sosial		
1	Bagaimana menurut Anda keterampilan menulis dalam bahasa Inggris mempengaruhi kemampuan Anda dalam menyampaikan ide di media sosial?	"Menurut saya, keterampilan menulis dalam bahasa Inggris sangat berpengaruh karena membantu saya menyampaikan ide dengan lebih luas. Saya bisa berbicara dengan teman internasional dan mengikuti diskusi global."

2	Bisakah Anda memberikan contoh ketika Anda berhasil atau mengalami kesulitan dalam menyampaikan ide melalui tulisan di media sosial?	"Saya pernah menulis opini tentang pendidikan di Instagram, dan beberapa teman dari luar negeri memberikan tanggapan positif. Namun, saya juga pernah mengalami kesulitan ketika mendapatkan kritik karena tata bahasa saya kurang tepat."
3	Menurut Anda, sejauh mana menulis dalam bahasa Inggris di media sosial berkontribusi pada pembentukan citra dan kredibilitas Anda?	"Menulis dalam bahasa Inggris memberikan kesan profesional. Saya merasa lebih dihargai, terutama saat menulis artikel pendek di LinkedIn."
4	Apakah Anda pernah menulis dalam bahasa Inggris di media sosial dengan tujuan mempengaruhi orang lain? Bagaimana keterampilan menulis dalam bahasa Inggris berperan dalam hal tersebut?	"Ya, saya pernah menulis tentang isu lingkungan dan mendapat banyak respon positif. Keterampilan menulis membantu saya menyusun argumen yang lebih kuat dan mudah dipahami."
5	Bagaimana menulis dalam bahasa Inggris di media sosial membantu Anda dalam memperluas koneksi sosial Anda?	"Saya bisa berteman dengan orang-orang dari luar negeri yang memiliki minat yang sama. Ini sangat membantu terutama dalam dunia akademik dan profesional."
6	Apakah Anda pernah mendapat permintaan untuk terus menulis dalam bahasa Inggris di media sosial dari orang lain? Jelaskan.	"Beberapa teman meminta saya untuk terus menulis karena mereka merasa tulisan saya informatif dan inspiratif."
7	Bagaimana menurut Anda menulis dalam bahasa Inggris di media sosial berkontribusi terhadap pengembangan keterampilan berpikir kritis Anda?	"Ketika menulis dalam bahasa Inggris, saya harus berpikir lebih dalam mengenai struktur dan logika tulisan saya, sehingga melatih kemampuan berpikir kritis."
8	Bisakah Anda memberikan contoh bagaimana menulis dalam bahasa Inggris di media sosial telah membantu meningkatkan kemampuan berpikir kritis?	"Saya pernah menulis esai singkat tentang media sosial dan menerima banyak masukan yang membuat saya berpikir ulang dan memperbaiki argumen saya."

B. Tantangan Menulis di Media Sosial

1	Apa saja tantangan yang Anda hadapi dalam menulis bahasa Inggris di media sosial?	"Kesulitan utama adalah tata bahasa dan kosakata yang terbatas. Terkadang saya ragu apakah tulisan saya sudah benar atau belum."
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2	Bagaimana Anda mengatasi kesalahan dalam menulis bahasa Inggris di media sosial?	"Saya biasanya menggunakan aplikasi grammar checker dan meminta teman untuk mengecek tulisan saya sebelum diposting."
3	Apakah Anda pernah mengalami situasi di mana tulisan Anda disalahartikan karena kurangnya keterampilan menulis yang baik? Ceritakan lebih lanjut.	"Pernah, saya menulis komentar dalam bahasa Inggris yang dimaksudkan sebagai lelucon, tetapi beberapa orang menganggapnya serius dan terjadi kesalahpahaman."
4	Bagaimana Anda memastikan bahwa informasi yang Anda tulis di media sosial akurat sesuai dengan tata bahasa Inggris yang baik dan benar?	"Saya selalu mencari referensi dari sumber terpercaya dan memeriksa kembali grammar sebelum memposting."
5	Seberapa penting menurut Anda memahami kebijakan dan etika penggunaan media sosial saat menulis dalam bahasa Inggris?	"Sangat penting, karena apa yang kita tulis bisa berdampak besar. Kesalahan kecil bisa menjadi masalah besar di dunia digital."
6	Apakah Anda pernah mengalami kesulitan dalam memahami atau mengikuti kebijakan dan etika penggunaan media sosial? Ceritakan pengalaman Anda.	"Pernah, terutama terkait hak cipta dan penggunaan gambar. Saya pernah mengunggah kutipan tanpa menyebut sumbernya dan mendapat teguran."
7	Bagaimana menulis dalam bahasa Inggris di media sosial mempengaruhi reputasi dan citra diri Anda dalam lingkungan akademik dan profesional?	"Menulis dalam bahasa Inggris membantu saya membangun citra sebagai individu yang profesional dan berwawasan luas."
8	Apakah Anda pernah khawatir bahwa tulisan Anda di media sosial dapat berdampak negatif pada reputasi akademik atau profesional Anda? Mengapa?	"Ya, karena jika saya membuat kesalahan atau menulis sesuatu yang kontroversial, itu bisa berdampak pada citra saya di mata dosen atau calon pemberi kerja."

K E R I N C I

Appendix 5

OBSERVATION RESULT (*HASIL OBSERVASI*)

No	Nama Informan	Aspek yang Diamati	Hasil Observasi	Indikator Keberhasilan	Catatan Tambahan
1	Informan 1	Frekuensi menulis dalam bahasa Inggris di media sosial	Jarang menulis dalam bahasa Inggris, kecuali untuk tugas akademik.	Menulis dalam bahasa Inggris minimal sekali dalam seminggu.	Perlu motivasi agar lebih aktif menulis.
2	Informan 2	Kepercayaan diri dalam menulis bahasa Inggris	Takut membuat kesalahan tata bahasa dan mendapat kritik dari teman.	Menulis meskipun ada kesalahan tata bahasa.	Ragu untuk mempublikasikan tulisan dalam bahasa Inggris.
3	Informan 3	Interaksi dengan pengguna lain di media sosial	Lebih sering menggunakan bahasa Indonesia daripada bahasa Inggris.	Aktif menanggapi komentar dalam bahasa Inggris.	Perlu lebih banyak latihan interaksi dalam bahasa Inggris.
4	Informan 4	Struktur dan tata bahasa dalam tulisan	Sering mengalami kesalahan dalam penggunaan tata bahasa	Struktur kalimat benar dan kosakata variatif.	Memerlukan latihan tambahan dalam tata bahasa.

			dan kosakata.		
5	Informan 5	Faktor penghambat dalam menulis bahasa Inggris	Mengalami kendala seperti kurangnya waktu dan paparan bahasa Inggris.	Kendala dapat diidentifikasi dan diatasi melalui strategi pembelajaran.	Perlu strategi khusus untuk mengatasi hambatan ini.
6	Informan 6	Frekuensi menulis dalam bahasa Inggris di media sosial	Hanya menulis dalam bahasa Inggris untuk tugas perkuliahan.	Menulis dalam bahasa Inggris minimal sekali dalam seminggu.	Masih kurangnya dorongan untuk menulis secara mandiri.
7	Informan 7	Kepercayaan diri dalam menulis bahasa Inggris	Menggunakan bahasa Inggris di media sosial untuk LinkedIn atau Instagram Stories.	Menulis dengan percaya diri dan menerima koreksi.	Sudah memiliki inisiatif untuk meningkatkan keterampilan menulis.
8	Informan 8	Interaksi dengan pengguna lain di media sosial	Menanggapi komentar dalam bahasa Inggris pada beberapa kesempatan.	Mahasiswa aktif membalas komentar dalam bahasa Inggris.	Perlu pembiasaan lebih dalam interaksi berbahasa Inggris.

K E R I N C I

Appendix 6



**INSTITUT AGAMA ISLAM NEGERI
K E R I N C I**

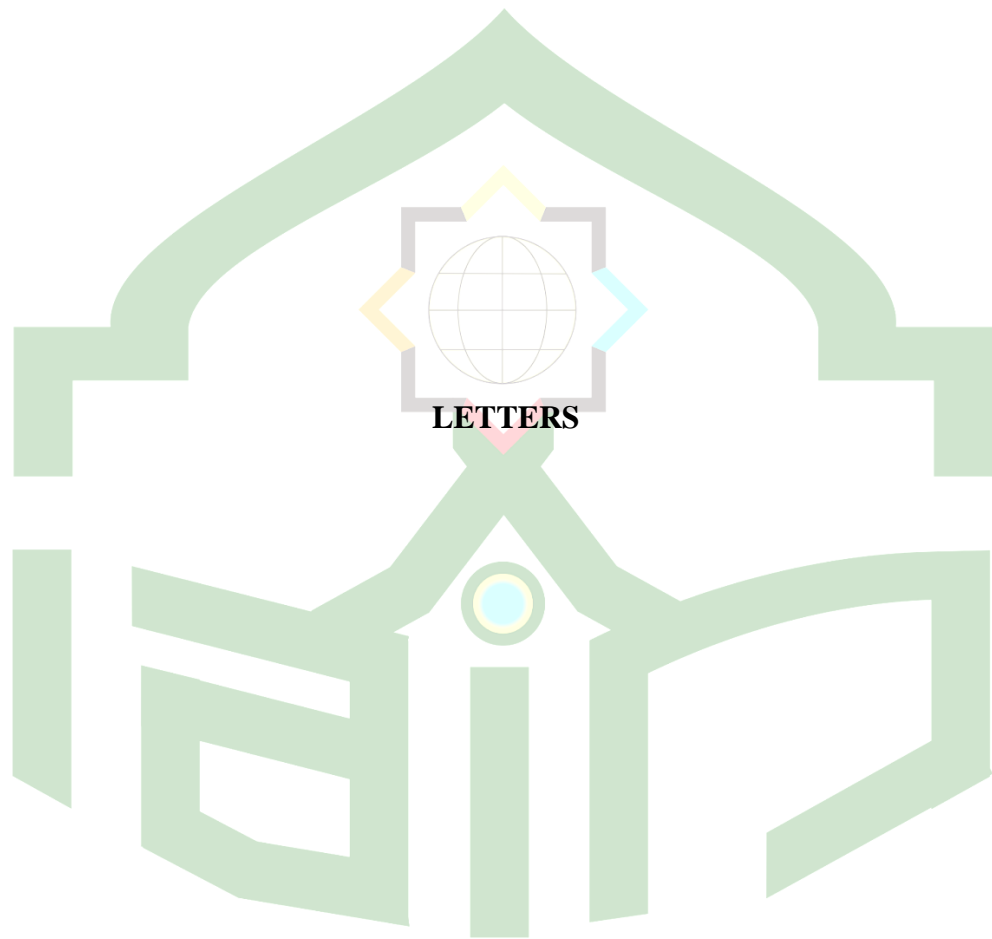


Wawancara Informan 1, 2, 3 , 4



Wawancara Informan 5, 6, 7, 8

Appendix 7



INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

**SURAT PERNYATAAN
KESEDIAAN MENJADI INFORMAN**

Saya yang bertanda tangan di bawah ini:

Nama Lengkap : Naila Adria Fakhira

Jenis Kelamin : Perempuan

No. Telepon : 085263395330

Dengan ini menyatakan bahwa:

1. Saya bersedia untuk menjadi informan dalam penelitian yang dilakukan oleh AULIA RACHMAD PIDIE SAPUTRA.
2. Partisipasi saya dalam penelitian ini bersifat sukarela dan tanpa paksaan.
3. Saya berhak untuk menarik diri dari penelitian ini kapanpun saya inginkan.
4. Kerahasiaan identitas dan informasi yang saya berikan akan dijaga oleh peneliti.
5. Data yang saya berikan hanya akan digunakan untuk keperluan penelitian dan tidak akan dibagikan kepada pihak lain tanpa persetujuan saya terlebih dahulu.
6. Saya bersedia untuk menjawab pertanyaan-pertanyaan yang diajukan oleh peneliti terkait dengan penelitian ini.

Demikian pernyataan kesediaan ini saya buat dengan sebenar-benarnya.

Sungai Penuh, 15-10-2024

Mahasiswa


[...Naila Adria Fakhira...]

Ctt: Lampirkan Fotokopi KTM

**SURAT PERNYATAAN
KESEDIAAN MENJADI INFORMAN**

Saya yang bertanda tangan di bawah ini:

Nama Lengkap : Donital albi
Jenis Kelamin : laki-laki
No. Telepon : 0819 38736104

Dengan ini menyatakan bahwa:

1. Saya bersedia untuk menjadi informan dalam penelitian yang dilakukan oleh AULIA RACHMAD PIDIE SAPUTRA.
2. Partisipasi saya dalam penelitian ini bersifat sukarela dan tanpa paksaan.
3. Saya berhak untuk menarik diri dari penelitian ini kapanpun saya inginkan.
4. Kerahasiaan identitas dan informasi yang saya berikan akan dijaga oleh peneliti.
5. Data yang saya berikan hanya akan digunakan untuk keperluan penelitian dan tidak akan dibagikan kepada pihak lain tanpa persetujuan saya terlebih dahulu.
6. Saya bersedia untuk menjawab pertanyaan-pertanyaan yang diajukan oleh peneliti terkait dengan penelitian ini.

Demikian pernyataan kesediaan ini saya buat dengan sebenar-benarnya.

Sungai Penuh, 15, 10, 2024

Mahasiswa



[...Donital albi...]

**SURAT PERNYATAAN
KESEDIAAN MENJADI INFORMAN**

Saya yang bertanda tangan di bawah ini:

Nama Lengkap : Hani Sabda Hasan

Jenis Kelamin : Pria

No. Telepon : 0822109410

Dengan ini menyatakan bahwa:

1. Saya bersedia untuk menjadi informan dalam penelitian yang dilakukan oleh AULIA RACHMAD PIDIE SAPUTRA.
2. Partisipasi saya dalam penelitian ini bersifat sukarela dan tanpa paksaan.
3. Saya berhak untuk menarik diri dari penelitian ini kapanpun saya inginkan.
4. Kerahasiaan identitas dan informasi yang saya berikan akan dijaga oleh peneliti.
5. Data yang saya berikan hanya akan digunakan untuk keperluan penelitian dan tidak akan dibagikan kepada pihak lain tanpa persetujuan saya terlebih dahulu.
6. Saya bersedia untuk menjawab pertanyaan-pertanyaan yang diajukan oleh peneliti terkait dengan penelitian ini.

Demikian pernyataan kesediaan ini saya buat dengan sebenar-benarnya.

Sungai Penuh, 15-10-2024

Mahasiswa



[Hani Sabda Hasan]

**SURAT PERNYATAAN
KESEDIAAN MENJADI INFORMAN**

Saya yang bertanda tangan di bawah ini:

Nama Lengkap : *Andeskal Rahman Pratama*

Jenis Kelamin : *Laki-Laki*

No. Telepon : *085274814014*

Dengan ini menyatakan bahwa:

1. Saya bersedia untuk menjadi informan dalam penelitian yang dilakukan oleh AULIA RACHMAD PIDIE SAPUTRA.
2. Partisipasi saya dalam penelitian ini bersifat sukarela dan tanpa paksaan.
3. Saya berhak untuk menarik diri dari penelitian ini kapanpun saya inginkan.
4. Kerahasiaan identitas dan informasi yang saya berikan akan dijaga oleh peneliti.
5. Data yang saya berikan hanya akan digunakan untuk keperluan penelitian dan tidak akan dibagikan kepada pihak lain tanpa persetujuan saya terlebih dahulu.
6. Saya bersedia untuk menjawab pertanyaan-pertanyaan yang diajukan oleh peneliti terkait dengan penelitian ini.

Demikian pernyataan kesediaan ini saya buat dengan sebenar-benarnya.

Sungai Penuh, 2024

Mahasiswa



[*Andeskal Rahman Pratama*]

**SURAT PERNYATAAN
KESEDIAAN MENJADI INFORMAN**

Saya yang bertanda tangan di bawah ini:

Nama Lengkap : MHD. NISYAM
Jenis Kelamin : Laki-laki
No. Telepon : 085809420487

Dengan ini menyatakan bahwa:

1. Saya bersedia untuk menjadi informan dalam penelitian yang dilakukan oleh AULIA RACHMAD PIDIE SAPUTRA.
2. Partisipasi saya dalam penelitian ini bersifat sukarela dan tanpa paksaan.
3. Saya berhak untuk menarik diri dari penelitian ini kapanpun saya inginkan.
4. Kerahasiaan identitas dan informasi yang saya berikan akan dijaga oleh peneliti.
5. Data yang saya berikan hanya akan digunakan untuk keperluan penelitian dan tidak akan dibagikan kepada pihak lain tanpa persetujuan saya terlebih dahulu.
6. Saya bersedia untuk menjawab pertanyaan-pertanyaan yang diajukan oleh peneliti terkait dengan penelitian ini.

Demikian pernyataan kesediaan ini saya buat dengan sebenar-benarnya.

Sungai Penuh, 2024

Mahasiswa



[.....MHD. NISYAM.....]

**SURAT PERNYATAAN
KESEDIAAN MENJADI INFORMAN**

Saya yang bertanda tangan di bawah ini:

Nama Lengkap : Naival Zalmi Nezir

Jenis Kelamin : Laki - Laki

No. Telepon : 085809018525

Dengan ini menyatakan bahwa:

1. Saya bersedia untuk menjadi informan dalam penelitian yang dilakukan oleh AULIA RACHMAD PIDIE SAPUTRA.
2. Partisipasi saya dalam penelitian ini bersifat sukarela dan tanpa paksaan.
3. Saya berhak untuk menarik diri dari penelitian ini kapanpun saya inginkan.
4. Kerahasiaan identitas dan informasi yang saya berikan akan dijaga oleh peneliti.
5. Data yang saya berikan hanya akan digunakan untuk keperluan penelitian dan tidak akan dibagikan kepada pihak lain tanpa persetujuan saya terlebih dahulu.
6. Saya bersedia untuk menjawab pertanyaan-pertanyaan yang diajukan oleh peneliti terkait dengan penelitian ini.

Demikian pernyataan kesediaan ini saya buat dengan sebenar-benarnya.

Sungai Penuh, 2024

Mahasiswa



[.....Naival.....]

**SURAT PERNYATAAN
KESEDIAAN MENJADI INFORMAN**

Saya yang bertanda tangan di bawah ini:

Nama Lengkap : RANGBA WIJAYA

Jenis Kelamin : Laki - Laki

No. Telepon :

Dengan ini menyatakan bahwa:

1. Saya bersedia untuk menjadi informan dalam penelitian yang dilakukan oleh AULIA RACHMAD PIDIE SAPUTRA.
2. Partisipasi saya dalam penelitian ini bersifat sukarela dan tanpa paksaan.
3. Saya berhak untuk menarik diri dari penelitian ini kapanpun saya inginkan.
4. Kerahasiaan identitas dan informasi yang saya berikan akan dijaga oleh peneliti.
5. Data yang saya berikan hanya akan digunakan untuk keperluan penelitian dan tidak akan dibagikan kepada pihak lain tanpa persetujuan saya terlebih dahulu.
6. Saya bersedia untuk menjawab pertanyaan-pertanyaan yang diajukan oleh peneliti terkait dengan penelitian ini.

Demikian pernyataan kesediaan ini saya buat dengan sebenar-benarnya.

Sungai Penuh, 2024

Mahasiswa



[RANGBA WIJAYA.....]

**SURAT PERNYATAAN
KESEDIAAN MENJADI INFORMAN**

Saya yang bertanda tangan di bawah ini:

Nama Lengkap : Shofie Al Husna.

Jenis Kelamin : Perempuan

No. Telepon : 0822 -5813 - 8768

Dengan ini menyatakan bahwa:

1. Saya bersedia untuk menjadi informan dalam penelitian yang dilakukan oleh AULIA RACHMAD PIDIE SAPUTRA.
2. Partisipasi saya dalam penelitian ini bersifat sukarela dan tanpa paksaan.
3. Saya berhak untuk menarik diri dari penelitian ini kapanpun saya inginkan.
4. Kerahasiaan identitas dan informasi yang saya berikan akan dijaga oleh peneliti.
5. Data yang saya berikan hanya akan digunakan untuk keperluan penelitian dan tidak akan dibagikan kepada pihak lain tanpa persetujuan saya terlebih dahulu.
6. Saya bersedia untuk menjawab pertanyaan-pertanyaan yang diajukan oleh peneliti terkait dengan penelitian ini.

Demikian pernyataan kesediaan ini saya buat dengan sebenar-benarnya.

Sungai Penuh, 15 Oktober 2024

Mahasiswa



[.....Shofie Al Husna.....]