

DEVELOPING STUDENTS' WRITING SKILLS THROUGH EXPERIENTIAL SOCIAL MEDIA POST SIMULATIONS

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ABSTRACT

This study aimed to determine whether Experiential Social Media Post Simulation had a significant effect on the writing skills of eleventh-grade students at MA Mu'allimat NWDI Kelayu in the 2025/2026 academic year. The study employed a pre-experimental one-group pre-test and post-test design. The sample consisted of 20 eleventh-grade students selected through purposive sampling. Data were collected using writing tests and assessed with an analytical scoring rubric covering content, organization, vocabulary, grammar, and mechanics. The data were analyzed using descriptive statistics, N-gain analysis, the Shapiro-Wilk normality test, and the paired-sample t-test. The results showed that the mean score increased from 56.80 in the pre-test to 65.20 in the post-test. The paired-sample t-test produced a significance value (Sig. 2-tailed) of less than 0.001, indicating a statistically significant difference between the pre-test and post-test scores. However, the average N-gain score was 0.196, categorized as low, indicating limited improvement in students' writing skills. Among the five writing components, content showed the greatest improvement, while mechanics showed the least. Therefore, Experiential Social Media Post Simulation was associated with improved students' writing scores, although the level of improvement remained low based on the N-gain analysis.

Keywords: Experiential Social Media Post Simulation, writing skills, experiential learning, social media-based learning, N-gain.

ABSTRAK

Penelitian ini bertujuan untuk menentukan apakah Simulasi Postingan Media Sosial Berbasis Pengalaman memiliki efek yang signifikan terhadap kemampuan menulis siswa kelas sebelas di MA Mu'allimat NWDI Kelayu pada tahun ajaran 2025/2026. Penelitian ini menggunakan desain pra-eksperimen satu kelompok dengan pre-test dan post-test. Sampel terdiri dari 20 siswa kelas sebelas yang dipilih melalui purposive sampling. Data dikumpulkan menggunakan tes menulis dan dinilai dengan rubrik penilaian analitis yang mencakup konten, organisasi, kosakata, tata bahasa, dan mekanik. Data dianalisis menggunakan statistik deskriptif, analisis N-gain, uji normalitas Shapiro-Wilk, dan uji t berpasangan. Hasil penelitian

menunjukkan bahwa skor rata-rata meningkat dari 56,80 pada pre-test menjadi 65,20 pada post-test. Uji t berpasangan menghasilkan nilai signifikansi (Sig. 2-tailed) kurang dari 0,001, menunjukkan perbedaan yang signifikan secara statistik antara skor pre-test dan post-test. Namun, rata-rata skor N-gain adalah 0,196, yang dikategorikan rendah, menunjukkan peningkatan kemampuan menulis siswa yang terbatas. Di antara lima komponen menulis, konten menunjukkan peningkatan paling besar, sedangkan mekanik menunjukkan peningkatan paling sedikit. Jadi, Simulasi Posting Media Sosial Berbasis Pengalaman terkait dengan peningkatan skor menulis siswa, meskipun tingkat peningkatannya tetap rendah berdasarkan analisis N-gain.

Kata kunci: Simulasi Posting Media Sosial Berbasis Pengalaman, keterampilan menulis, pembelajaran berbasis pengalaman, pembelajaran berbasis media sosial, N-gain.

A. Introduction

Writing skill is one of the important aspects of learning English because it helps students express ideas clearly. Besides cultivating an ability to generate and organize ideas, English writing practice can foster students' analytical and critical thinking, reinforcing their learning and reflecting their ability to study (Khalil, 2018, as cited in Zhang et al., 2023). Writing skills are important because they not only improve students' English ability but also help students express their thoughts more systematically and confidently. In addition, technology in the learning process supports students in becoming active content creators and provides unlimited access to authentic

materials (Du & Wagner, 2007; Hubbard et al., 2004, as cited in Han, 2023), which makes the learning process more interesting, interactive, and relevant to students' daily lives.

Students at various levels often face significant challenges in writing. Many students experience difficulties in developing ideas, using correct grammar, and organizing their essays (Enneifer, 2021), which shows that students' writing problems are not only related to language components but also to their ability to organize ideas effectively. Technology-based learning, if used correctly, can be a useful and practical tool because it encourages teamwork and problem-solving in shared virtual environments (White-Clark et al., 2017, as cited in Jiang et al., 2021). Therefore,

students need a more engaging and structured learning approach, such as experiential social media post simulations, to help them improve their writing skills effectively.

The learning methods used in teaching writing are often still classical and less engaging for students. Effective language teaching is not just a matter of conveying content and pedagogical knowledge, but also of creating an enjoyable learning environment that involves students more actively (Wang et al., 2021). Positive interaction and support between teachers and students are important to encourage student engagement, participation, and attachment in the classroom (Xie & Derakhshan, 2021). Therefore, more innovative and interactive learning approaches, such as experiential social media post simulations, are needed to create a more engaging learning environment and improve students' writing skills.

In this developed digital era, social media has become an integral part of students' daily lives. Many students use social media for communication, collaboration, social interaction, and sharing information

with their peers (Al-Rahmi et al., 2022), which indicates that social media has strong potential to be integrated into learning activities relevant to students' real-life experiences. The use of social media in learning can support interaction, collaboration, and student engagement inside and outside the classroom (Wang et al., 2022). Therefore, integrating social media, particularly through experiential social media post simulations, can provide meaningful and engaging opportunities for students to develop their writing skills in a more contextual way.

An innovative method to improve students' writing skills is experiential learning that uses social media post simulations. Experiential learning with social media simulations helps students practice in an interactive, safe environment and apply social media literacy to real situations (Zou et al., 2024). Social media helps improve writing performance, provides space for daily writing practice, and supports more authentic interaction in English (Lakhal, 2022). Only a limited number of studies, however, have explored social media-based learning activities

in English language education (Xiuwen & Razali, 2021), which indicates that a research gap still exists. Based on this, the present study aims to determine whether Experiential Social Media Post Simulation has a significant effect on the writing skills of eleventh-grade students at MA Mu'allimat NWDI Kelayu in the 2025/2026 academic year.

B. Research Method

This study employed a quantitative approach using a pre-experimental design, specifically the one-group pre-test and post-test design, which is commonly used to determine the effect of a treatment by measuring participants' performance before and after the intervention without involving a control group (Hairunniza et al., 2022). The design is illustrated as O1 - X - O2, where O1 represents the pre-test conducted to measure students' initial writing ability, X represents the treatment given during the learning process, and O2 represents the post-test conducted to measure students' final writing ability.

This research was conducted at MA Mu'allimat NWDI Kelayu in June

2026 during the 2025/2026 academic year. The population consisted of the eleventh-grade students of the school, and the sample consisted of one class of approximately 20 students selected through purposive sampling, in which the researcher intentionally selected the class based on the suitability and feasibility of the research objectives.

The independent variable in this study was Experiential Social Media Post Simulation, while the dependent variable was students' writing skills, reflecting students' ability to express ideas, organize content, and use appropriate grammar and vocabulary in written form.

The main instrument used was a writing test using Instagram post simulations as the pre-test and post-test, conducted online. Students were required to produce Instagram captions of approximately 8 lines based on given topics related to their daily experiences. The treatment consisted of four sessions with different topics, namely daily life, personal experiences, school life, and favourite things, each designed following the Experiential Learning Cycle (Kolb, 1984): Concrete Experience, Reflective Observation,

Abstract Conceptualization, and Active Experimentation. Students' writing was assessed using an analytic scoring rubric covering five components: content (30 points), organization (25 points), vocabulary (20 points), grammar (15 points), and mechanics (10 points), adapted from the ESL Composition Profile (Jacobs et al., 1981).

Data were analyzed through several stages: descriptive statistics to summarize students' pre-test and post-test scores, N-gain analysis to measure the magnitude of improvement in students' writing skills, the Shapiro-Wilk normality test (appropriate for a sample of 20 students), and the paired-sample t-test to test the research hypothesis. All statistical analyses were performed using IBM SPSS Statistics.

C. Findings and Discussion

1. Descriptive Statistics

The descriptive statistics showed that students' writing performance improved after the implementation of Experiential Social Media Post Simulation, as reflected in the increase in the mean score from 56.80 in the pre-test to 65.20 in the post-test.

The minimum score increased from 34 to 45, while the maximum score improved from 80 to 87.

Table 1 Descriptive Statistics of Pre-Test and Post-Test Scores

Tes t	N	Mi n	Ma x	Mea n	SD
Pre- Test	20	34	80	56.80	13.824
Post - Test	20	45	87	65.20	13.013

The standard deviation of the pre-test was 13.824, while that of the post-test was 13.013, indicating that the variation in students' scores remained relatively similar, although the post-test scores became slightly more consistent. Among the five writing components, the mean score of content increased from 16.50 to 19.30, organization from 13.80 to 16.00, vocabulary from 11.55 to 13.20, grammar from 8.55 to 9.75, and mechanics from 6.40 to 6.95. These findings suggest that Experiential Social Media Post Simulation contributed more to helping students develop and express their ideas than to improving language accuracy and writing conventions.

2. N-Gain Analysis

The average N-gain score obtained in this study was 0.196. Based on the interpretation criteria ($g > 0.70$ = high; $0.30 \leq g \leq 0.70$ = medium; $g < 0.30$ = low), this average score was categorized as low. Six of the 20 students (30%) reached the medium category, while 14 students (70%) remained in the low category, and no students reached the high category.

Table 2 Distribution of Students' N-Gain Categories

Category	Number of Students	Percentage
High ($g > 0.70$)	0	0%
Medium ($0.30 \leq g \leq 0.70$)	6	30%
Low ($g < 0.30$)	14	70%

This finding indicates that although students' post-test scores were higher than their pre-test scores, the magnitude of the improvement achieved remained limited.

3. Normality Test

Before testing the research hypothesis, a normality test was conducted using the Shapiro-Wilk test to determine whether the pre-test and

post-test data were normally distributed.

Table 3 Normality Test of Pre-Test and Post-Test Scores

Test	Sig.	Criterion	Conclusion
Pre-Test	0.486	Sig. > 0.05	Normal
Post-Test	0.329	Sig. > 0.05	Normal

Since both significance values were greater than 0.05, the pre-test and post-test data were considered normally distributed, and the assumptions for conducting the paired-sample t-test were met.

4. Hypothesis Testing (Paired Sample T-Test)

The mean score increased from 56.80 in the pre-test to 65.20 in the post-test. The paired-sample t-test produced a significance value (Sig. 2-tailed) of less than 0.001, which is lower than the significance level of 0.05.

Table 4 Paired Sample T-Test Result

Mean Diff.	SD	t	df	Sig. (2-tailed)
-8.400	7.843	-4.790	19	< 0.001

Based on this result, the null hypothesis (H0) was rejected, while the alternative hypothesis (H1) was accepted, indicating that there was a statistically significant effect of Experiential Social Media Post Simulation on the writing skills of eleventh-grade students at MA Mu'allimat NWDI Kelayu.

5. Discussion

The first finding of this study showed that students' mean score increased from 56.80 in the pre-test to 65.20 in the post-test, indicating that students performed better in writing after receiving the treatment. However, the average N-gain score of 0.196 was categorized as low, indicating that although students' writing scores increased, the level of improvement remained limited.

The improvement in students' writing scores may be related to the learning activities implemented during the treatment, in which students were asked to produce written texts in the form of social media-style posts and captions based on topics related to their daily life, personal experiences, school life, and favourite things. These activities provided opportunities for

students to write about familiar and meaningful topics, reflecting the principles of experiential learning, which emphasize learning through direct experience, active participation, and reflection.

These findings are consistent with the studies conducted by Yulfita and Afrita (2024), who found that experiential learning improved students' writing skills by providing meaningful learning experiences and increasing learning motivation, and Safitri and Turistiani (2025), who reported that experiential learning enhanced students' writing performance through active participation and real-life learning experiences. The findings also support Nasution (2022) and Haque (2023), who reported that social media can be effectively integrated into language learning by providing interactive and meaningful learning experiences.

However, this study also produced a different finding from several previous studies. Although the paired-sample t-test showed a statistically significant difference between students' pre-test and post-test scores, the average N-gain score

was only 0.196, categorized as low, indicating that the magnitude of improvement remained limited. The novelty of this study lies in the integration of experiential learning, social media, and simulation-based writing activities into a single instructional approach, which differs from previous studies that generally examined these three elements separately.

During the implementation of the treatment, several challenges were observed: some students still experienced difficulties in organizing ideas, applying appropriate grammar, and using accurate vocabulary. In addition, the relatively short duration of the treatment limited students' opportunities to practice writing more consistently, which may explain why the improvement in students' writing performance remained in the low category. This study also had several limitations, including the use of a pre-experimental design without a control group, a limited sample of one class, and a relatively short treatment period, so the findings should be interpreted with caution.

D. Conclusion

Based on the findings, it was concluded that the implementation of Experiential Social Media Post Simulation resulted in a statistically significant difference between the pre-test and post-test scores of eleventh-grade students at MA Mu'allimat NWDI Kelayu, as shown by the paired-sample t-test result (Sig. 2-tailed < 0.001). Students' mean score increased from 56.80 in the pre-test to 65.20 in the post-test; however, the average N-gain score of 0.196 was categorized as low, indicating that the magnitude of improvement in students' writing skills remained limited.

Therefore, Experiential Social Media Post Simulation was proven to have a significant effect on improving students' writing scores, although its level of effectiveness based on the N-gain analysis remained low. English teachers are suggested to use this strategy as an alternative approach in teaching writing, accompanied by more intensive guidance in developing ideas, grammar, and vocabulary. Future researchers are encouraged to use larger samples, longer treatment durations, and experimental or quasi-

experimental designs with control groups to obtain more comprehensive findings.

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