Using Facebook in Improving Students' Creative Writing Skills and Writing Motivation

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Abstract

This study aimed to use Facebook to improve students' creative writing skills and writing motivation. This study utilized a one-group pretest-posttest design to determine the effects of using Facebook in improving the students' writing skills and writing motivation Creative Nonfiction class, a specialized subject offered to Humanities and Social Sciences (HUMSS) students. Findings of the study revealed a significant improvement in students' creative writing skills after using Facebook. However, no statistically significant change was found in students' writing motivation levels. Based on students' feedback, Facebook's features provided a helpful platform for enhancing creative writing. In conclusion, while Facebook appears to be a useful tool for improving students' creative writing skills, it may not be sufficient on its own to increase writing motivation. It is recommended to integrate accessible digital technology like social media into language learning, especially in writing, as students become more confident when their writing skills are shown in front of an audience.

1. BACKGROUND OF THE STUDY

Today's generation is born in the digital age. Klimova and Pikhart (2019) stated that digital media, like social media, can be used as an advanced tool to improve language skills like writing. This makes the role of social media crucial in teaching writing. By introducing a slice of life into the classroom and presenting language in its more inclusive communicative context, digital media aids teachers in motivating students and improving their writing skills.

However, in the context of this study, Grade 12 HUMSS students lack creativity in writing creative nonfiction. One of their performance tasks during the middle term is songwriting through Imagery and Figures of Speech. However, only a few students were able to make one. Most of the outputs were either copied from the internet or lacked figurative language. Imagery and Figurative Language are the first topics in Creative Writing, a prerequisite subject for Creative Nonfiction. Thus, proficiency is expected at this level. However, the learners' outputs said otherwise. Other outputs were flagged because of plagiarism, and lastly, approximately 60% of the students were late in submitting their outputs because of a lack of writing motivation and writing triggers. This is based on the informal interviews conducted after the task submission.

The fact that the average writing scores for learners fell below the proficiency level (Little et al., 2018) students struggle to execute their ideas or even struggle to think of what to

write about. With the lack of ideas and execution, they feel demotivated to participate in the writing process.

To address this dilemma, Reinhardt (2018) cited that some internet technologies, such as social media like Facebook, can be integrated into language instruction and self-directed learning, such as writing. Social media can be used to create a new learning environment for students. As one of the social media platforms, Facebook has the following writing instruction support functions, like the status, groups, notes, chats, pages, and reactions features, so it can be used as a convenient and interesting medium for teaching. Thus, this study aimed to use Facebook to improve students' creative writing skills and writing motivation.

1.1. Statement of the Problem

This study aims to use Facebook to improve students' creative writing skills and writing motivation. Specifically, this study answers the following questions:

1. What is the pretest and posttest performance of the students in Creative Nonfiction?
2. Is there a significant difference between the pretest and posttest performance of the students in Creative Nonfiction?
3. What is the writing motivation level of the students before and after using Facebook?
4. Is there a significant difference between the writing motivation level of the students before and after using Facebook?
5. What are the students' insights on the use of Facebook in improving their writing skills and motivation?

1.2. Statement of Hypotheses

The following are the hypotheses of the study:

H_{01}: There is no significant difference between the pretest and posttest performance of the students in Creative Nonfiction.

H_{02}: There is no significant difference between the motivation level of the students before and after using Facebook.

2. THEORETICAL BACKGROUND

2.1. Related Theories

Theories such as Computer-Mediated Communication by Walther (1996) and Mobile Assisted Language Learning (MALL) provide the lens through which to view the perspectives pertaining to this study. Computer-Mediated Communication (CMC) refers to the process by which people create, exchange, and recognize information using a networked communication system that facilitates the encryption, transmission, and decryption of messages (Walther, 1996). This process is called social interaction (Meier & Reinecke, 2020), which may include a series of online interactions on Facebook, such as posting, commenting, reacting, and sharing online content, may it be plain texts, photos, videos, or multimodal. Facebook users in an exclusive group may interact with a single post published by the administrator or any member, or they can also make their own content and allow other members to interact with it. This social interaction forms linkages anchored to specific content and is made possible by technology, specifically mobile phones, computers, and internet connections.

Moreover, CMC also emphasizes that it is the social aspects of communication that form the basis of the more recent definitions of CMC, not the hardware or software (Romiszowski & Mason, 2004). On this note, it is social engagement that defines the concept of CMC and not just the utilization of technology in the process.

2.2. Mobile Assisted Language Learning (MALL)

The second theory that relates to the study is MALL. This approach states that portable devices like mobile phones can be utilized to support language learning. Additionally, MALL is comparatively different from Computer-Assisted Language Learning (CALL) with personalized portable devices such as mobile phones, MP3, and MP4s that enable new learning methods and emphasize the continuity or spontaneity of access and interaction in a variety of usage situations (Kukulska-Hulme & Shield, 2008; Zitouni et al, 2021). It is a subset of mobile learning (m-learning) and CALL. MALL allows students to access language learning materials and communicate with teachers and classmates anytime and anywhere.

Moreover, with MALL, students are no longer bound to learn a language in a classroom. They are immersed in various learning opportunities through a portable device whenever their convenience and interest permit them. MALL is a relevant theory in the study because students use their mobile phones for learning. Integrating their devices in their educational endeavors is common in the digital age. For instance, Facebook is an application that can be downloaded on digital phones.

2.3. Related Literature

Writing is among the vital skills in learning English. Writing is the process of finding and organizing ideas, reorganizing, and rethinking. However, writing is also one of the most difficult macro skills to master. Among the difficulties during the writing process are observing coherence and cohesion, expressing own ideas, and paraphrasing (Rahman & Hasan, 2019). With the presented gaps, different solutions were proposed by researchers (Ramadhani, 2018). One of the solutions proposed is the integration of digital media in today's education.

People use digital media for communication, education, and recreation. It can take the form of video games, streaming, social media, augmented reality, and virtual reality (Chassiakos & Stager, 2020). Digital media can be consumed using various tools and gadgets like mobile phones, computers, tablets, and others, may it be offline or online. The difference between online and offline usage of digital media is that online digital media allows several users to interact with the same content, may it be songs, articles, videos, audiobooks, podcasts, or graphic content real-time or at any time. In contrast, offline digital media is only limited to the user using the gadget.

In the past 25 years, digital education—or the incorporation of digital media into education—has gained popularity (Weller, 2022). Learners opt to engage with the digital culture that they grew up in. This modern approach to teaching is continually investigated to determine whether it is integral to the teaching-learning process. In connection with this, Parrella et al. (2021) stated that the hours spent consuming digital media can be related to the learners' writing skills. It is also revealed that students who spend a longer time online can easily distinguish the difference between writing for digital content and writing for professional purposes. The scope of digital media is not only limited to social networking sites such as Facebook, Twitter, and Instagram, but may also include blogs from WordPress and Blogspot, and educational applications like Canva, and the like.

Moreover, Williams & Beams (2018) also emphasized that integrating technology in writing classes improves the motivation level of the learners because they want to explore writing more unconventionally. Students prefer writing tasks that are digitally compiled rather than printed outputs.

Digital media covers a lot of scopes when it comes to language learning, especially in writing. Factors like hours spent using digital media, digital media variation, and the novelty of the approach to learning intensify the learning process, especially in writing. Digital media not only improves the writing skills of the learners but also improves their motivation toward writing. In the context of this study, digital media is the channel where learners can execute their writing skills in Creative Writing by utilizing Facebook as their platform for submitting their creative outputs. The said outputs are performance tasks that become an assessment to verify whether the learner meets the desired competencies in Creative Writing. McTighe et al. (2020) emphasize that in performance-based learning, performance tasks or the application of learning in a fashionable sense can also become an assessment of their learning performance.

2.4. Related Studies

The following studies provide a wider background that aided the researcher in this study. Perumal (2022) attested that there are students who have difficulties in writing. Thinking first in their native language and then translating their thoughts into English is the most common problem encountered by Indian students since English has a different grammatical structure, imagery, and nuances than the Indian language. It has also been revealed that the interference of L1, grammatical rules confusion, and lack of English vocabulary hinder them from executing their ideas in writing. Social media has limitless information since it involves linkages through different networks. These pieces of information may be delivered in different languages. Interacting with these contents and types of media during the learning process may interfere with the writing skills of the learner.

Moreover, in a study conducted by Yu et al (2019), students with better academic performance and higher levels of English proficiency show higher levels of adaptive motivation and involvement in English writing classes. This could be a product of putting great emphasis on writing skills in the EFL context of China, along with the upgraded teaching pedagogies in writing, like genre-oriented process and process-oriented teaching approaches paired with collaborative work and feedback. If the writing process is more student-centered, giving the students the freedom to execute their ideas and creativity freely, improvement in their writing skills and motivation can be seen. Moreover, teaching strategies that are focused on genres and the writing process are also notable factors that affect the skill acquisition and motivation of the learner.

In connection to this, a study conducted by Al-Tamimi et al (2018) mentioned that using Facebook to teach college students writing skills and vocabulary enhancement has a recognizable effect on improving these skills and increasing the vocabulary list in the students' memory. The results of this study show that using Facebook is an ideal way to encourage students to write confidentially about what they are having fun with, which improves their writing skills. This study shows that successful social networks like Facebook can be a very influential environment for learning.

This finding is further strengthened by another study conducted by Klimova, B., & Pikhart, M. (2019). The study reveals that using Facebook in teaching writing improves the vocabulary of learners. This is attained through the exposure of the students to their classmates' written outputs. Using Facebook is a powerful tool for improving cognitive and production skills in the language formation process, primarily in EFL, which requires easy access to learning materials. According to Greenhow and Lewin (2015b), social networking sites such

as Facebook give students a way to collaborate, share information, and exercise critical thinking.

Additionally, Facebook facilitates comprehension of the learning process by requiring students to self-teach to develop a serious attitude toward learning. On the other hand, learning a foreign language on Facebook is also effective and efficient when using multimedia (audiovisual). However, the teacher needs to make sure that Facebook features are correct and properly used when learning foreign languages.

In terms of the writing skills of the students, Facebook primarily aids the improvement of the learners' vocabulary. This is because of continuous exposure to media content. Facebook can also effectively harness the writing skills of the students if the outputs are multimodal, which is more appropriate content, since Facebook has a lot of features capable of understanding multimodal content.

Additionally, the use of Facebook in English V meant incorporating new trends in communication today and changes in student academic performance into the classroom (Lirola, 2022). In this sense, students can relate their use of Facebook to personal communication. This means that academic writing tasks done via Facebook can be more motivating than doing them in the classroom without a social network connected to their use. Facebook improves students' writing in English, facilitating real-language interactions and motivating motivated through the acquisition of social skills.

This study is also supported by Klimova, B., & Pikhart, M. (2019), who found that Facebook can reduce the shyness of students and elevate their self-esteem, especially when students feel comfortable and supportive of each other as they develop their writing skills.

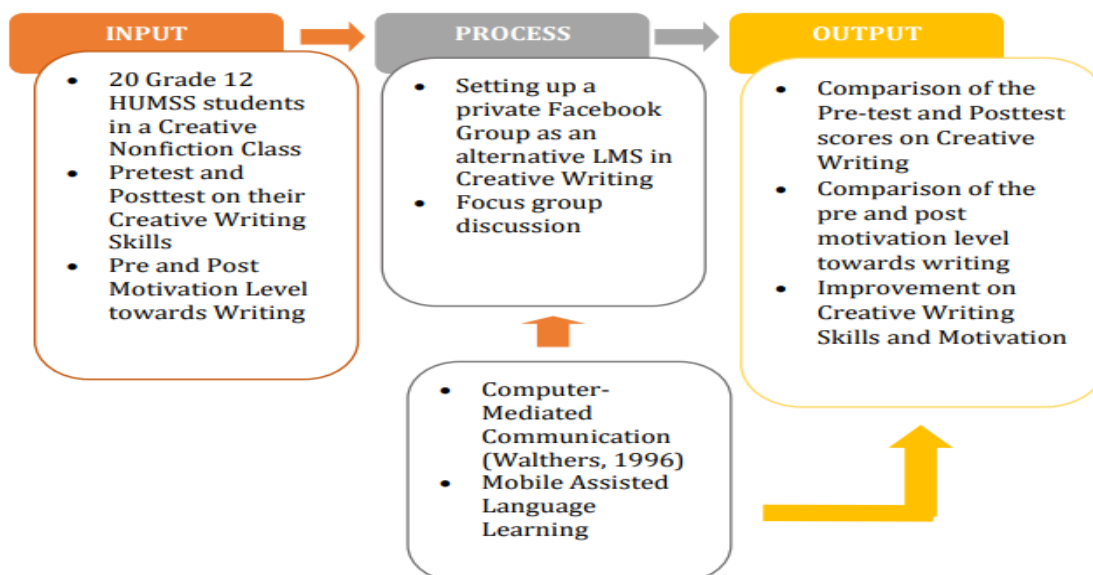## 2.5. Theoretical-Conceptual Framework

Figure 1: *Theoretical – Conceptual Framework of the Study*

The figure above shows how the study is implemented through the IPO method. This used a pretest-posttest design referring to the Creative Writing outputs as well as the pre- and post-motivation level of the students towards writing before and after the implementation of Facebook as an alternative LMS. A focus group discussion was also conducted to gather the students' insights regarding the said implementation. The study anticipated improvement of

the students' writing skills and motivation through the integration of digital media on Facebook. This study was anchored to Computer-Mediated Communication (Walthers, 1996) and Mobile Assisted Language Learning (MALL), which were the main bases of the study in making Facebook an alternative LMS during distance learning.

By anchoring the study to these theories, establishing a Facebook Group as an e-classroom becomes operational. Through the portable devices, learners post their required written outputs, which will then be reacted upon by other members. The increased improvement of the students' creative writing skills and writing motivation would mean that both theories had been well executed and had been successfully applied throughout the process.

2.6. Significance of the Study

This study aims to use Facebook to improve students' creative writing skills and writing motivation. Moreover, the results and findings of this study are beneficial to the following:

The **students** would be guided on how to maximize Facebook and other social media platforms in honing their writing skills.

The **English teachers** would know what to improve in their teaching strategies, especially in helping the learners improve their writing skills and motivation.

The **curriculum experts** could develop better and more conducive syllabi that incorporate digital media in teaching writing.

And **future researchers,** as this study still has plenty of areas for improvement but could use it as a reference in their future research.

2.7. Scope and Delimitation

The focus of this study was to determine the effects of using Facebook on improving the students' writing skills and writing motivation. This study aimed to determine if there is a significant difference between the pre- and post-creative writing skills and pre- and post motivation level of the select respondents. The number of respondents, specifically, Grade 12 Humanities and Social Sciences (HUMSS) students of a private institution located in Cebu City, Philippines, is a recognized limitation.

This study was conducted during the First Semester of the Academic Year 2022-2023. To determine the effects of using Facebook in improving the students' writing skills and writing motivation, the study was conducted both online and limited face-to-face because of the blended learning modality utilized by the school.

3. RESEARCH METHODOLOGY

This section presents the research design, instruments, research environment, respondents, research procedure, and the statistical tools for the treatment of data yielded by the study.

3.1. Research Design

This study utilized a one-group pretest-posttest design to determine the effects of using Facebook in improving the students' writing skills and writing motivation Creative Nonfiction class, a specialized subject offered to Humanities and Social Sciences (HUMSS) students.

The pretest and posttest writing skills and motivation level of the students were compared to check whether there was a significant difference between the two before and after using Facebook. Additionally, the researcher also conducted a focus group discussion to gather

insights from the learners with regard to their experiences in using Facebook in Creative Nonfiction. This is to attest whether the results of the study coincided with the learners' insights.

3.2. Research Environment

This study was conducted in a private secondary school in Cebu City, Philippines, during the first semester of the Academic Year 2022-2023. It is situated in the central part of the city and is part of Unit 5 of the Cebu City division. This school has three senior high school campuses in Cebu. Two of the said campuses are within Cebu City, while the other is in Talisay City, Cebu. The school offers three tracks: Academic, Technical-Vocational, and Arts and Design.

The school has an estimated population of 4600 students for both Grade 11 and Grade 12 levels.

3.3. Research Participants

This study uses purposive sampling, where 20 students from one heterogeneous Grade 12 section in a private Senior High School in Cebu City, Philippines, are selected. These students are Humanities and Social Sciences (HUMSS) learners who have average skills in Creative Writing. They are students currently taking the specialized course Creative Nonfiction, which is the focus of this study.

It's also critical to recall that this study had a relatively small sample size and no control group, which could have limited how broadly the results can be applied.

3.4. Research Procedure

Prior to the conduct of the study, the researcher wrote a letter to the school principal to formally ask for permission to conduct the study. The researcher explained the nature of the study to the participants and how they would benefit from participating in this study. This study was designed to determine the effects of using Facebook on students' creative writing skills and motivation.

Upon approval, the students submitted a writing output through their preferred platform, like Facebook Messenger, SAMS portal, and/or Google Classroom, which was evaluated through an analytic rubric. Then, they answered a questionnaire that determined their motivation towards writing. Aside from the teacher-researcher, three (3) inter-raters evaluated the writing output of the learners. Inter-raters were master's graduates of English as a Second Language and/or Literature. They also taught Creative Writing for at least three (3) years.

To assess scoring consistency among evaluators, the Intraclass Correlation Coefficient (ICC) was computed for the writing scores on the pretest and posttest. The pretest ICC of 0.1727 with a 95% CI of -0.0014 to 0.4204 showed that raters varied. With a 95% CI of 0.0253 to 0.4506, the posttest ICC was also marginally higher at 0.2001.

These results indicate a low level of consistency across rates in both tests, which is understandable given the subjective process of evaluating creative writing.

Given the poor inter-rater reliability, future studies should investigate more comprehensive calibration of the rubric, training of raters, or the use of more objective writing assessments.

Next, the teacher-researcher set up an exclusive Facebook page dedicated to the study where students could freely post their writing outputs, take note of writing announcements, participate in online forums, and interact with each other's work through the reactions feature and the comment section.

The teacher-researcher also conducted an orientation on the use of Facebook as an alternative LMS to the learners, emphasizing the dos and don'ts and basic netiquette throughout the study.

After the final term was covered, students submitted a final written output on Facebook, which was evaluated through an analytic rubric used in the beginning, and answered the same questionnaire that determined their motivation towards writing. The same inter-raters evaluated the post-writing output of the learners.

As for data analysis, the following research instruments were used according to the authors' prescribed method of analyzing the responses of the respondents.

3.5. Research Instrument

There are three instruments to be used in this study. The first instrument was used to determine the students' writing skills. It is the adapted **Creative Writing Rubric by Mozaffari (2013)**. The rubric had been pilot-tested by the developer and passed the reliability and validity tests, respectively. It was tested to select Iranian students. This analytic rubric consisted of four areas such as Image, Characterization, Voice, and Story. The highest point per criterion is 4, while the lowest is 1. Each point signifies a descriptive value: 4- Excellent, 3- Good, 2 – Fair, and 1 – Poor.

The second instrument used to measure the student's motivation level toward writing is the **Academic Writing Motivation Questionnaire (AWMQ) by Payne (2012)**. It is a 37-item Likert-type survey questionnaire that considers various aspects of writing motivation. Each scale consisted of a descriptive value: 0- Strongly Disagree, 1 – Disagree, 2- Uncertain, 3- Agree, and 4 – Strongly Agree, respectively. The bottom part of the questionnaire also asks for the respondents' general information related to the study, such as gender, number of books read per year, and course. The instrument had a Cronbach alpha score of 0.95, which made it a valid and reliable instrument.

The final instrument of the study for the qualitative data is the **Focus Group Discussion Guide Questions** administered to the respondents through Focus Group Discussion to gather their insights regarding the utilization of Facebook in their creative writing skills and motivation.

3.6. Statistical Treatment of Data

The following statistical formula was utilized to answer some of the specific problems in the study:

1. To determine the pretest and posttest performance of the students, the **One-Sample Wilcoxon Signed Rank Test** is used. This test statistics evaluate the pretest and posttest performance level of the learners compared to the hypothetical median. This is represented through the formula below:

$$z = \frac{W_1 - \mu W_1}{\sigma W_1}$$

Where:

W_l = *hypothesized median*

μwl = *observed median*

σwl = *standard deviation*

2. To determine the before and after motivation level of the students, the formula on the **Weighted Mean Score** is used. These test statistics evaluate the average rating of each pre-test and post-test motivation level of the learners. This is represented through the formula below:

$$W = \frac{\sum_{i=1}^{n} w_i X_i}{\sum_{i=1}^{n} X_i}$$

Where:

W = *weighted average of the outputs*

n = *number of motivation levels to be averaged*

w_i = *weights applied to motivation level*

X_i = *motivation level to be averaged*

3. To determine if there is a significant mean gain of scores in writing of the participants, the **Related Samples Wilcoxon Signed Rank Test** is used. The data was analyzed using SPSS version 28.

4. To determine if there is a significant mean gain in the motivation level of the participants, the **Paired Sample T-test** is used. This is represented through the formula below:

$$t_{cv} = \frac{\sum D}{\sqrt{n \sum D^2 - (\sum D)^2}}$$

Where:

t_{cv} = *t of computed value*

D = *difference of paired value (post motivation level-pre motivation level)*

n = *sample size*

Based on the features of each data set, a mix of parametric and non-parametric tests was utilized. The non-normal distribution of creative writing scores and the small number of samples were the primary reasons to choose the One-Sample Wilcoxon Signed Rank Test. To enable comparison with previous research that used comparable metrics, motivation scores were subjected to the Paired Sample T-Test. This combination ensured that each variable was handled correctly from a statistical standpoint.

4. PRESENTATION, INTERPRETATION, AND ANALYSIS OF DATA

This section presents, interprets, and analyzes the data obtained by the researcher during the conduct of the study.

4.1. Pretest and Posttest Performance Level of the Students in Creative Nonfiction

The table below presents the pretest and posttest performance of the students in Creative Nonfiction.

Table 1:*Pretest and Posttest Performance Level of the Students in Creative Nonfiction*

	n	HM	AM	SD	Test Statistic	p-value	Description
Pretest	20	9.60	10.63	1.49	176.00	0.008*	Above Average
Posttest	20	9.60	13.04	1.34	210.00	<.001	Above Average

significant

A one-sample Wilcoxon signed-rank test indicated that the pretest and posttest performance level of students were statistically significantly higher than the hypothesized median score, z = 176, p<0.008, and z = 210, p<.001, respectively. Both tests show an above-average result.

In the pretest, the students had an average mean score of 10.63, while the posttest average mean score of the students is 13.04. Thus, there is a significant mean gain from the pretest to the posttest performance of the students. With this, it can be construed that the implementation of the Facebook group was successful in improving the students' creative writing skills.

Based on this result, it reveals that the use of the Facebook group is effective in improving the students' creative writing skills, given the significant improvement in the posttest performance of the students compared to their pretest performance. This further implies that the Facebook group had a positive impact on the students' creative writing skills.

4.2. Difference of the Pretest and Posttest Performance of the Learners

Table 2 presents the significant difference between the pretest and posttest performance of students in Creative Nonfiction.

Table 2:*Difference of the Pretest and Posttest Outputs of the Learners*

	n	Mean	SD	Test Statistic	p-value
Pretest	20	10.65	1.4965	201.05	<.001
Posttest	20	13.04	1.3433		

Table 2 reveals that the pretest mean score of 10.65 increased to a posttest mean score of 13.04 with a p-value of p<.001, which was lower than the alpha value of 0.05. Thus, the null hypothesis is rejected, which means that there was a significant difference in the students' pretest and posttest scores. This implies that the use of Facebook increased the creative writing skills of the students.

Additionally, the results proved that using Facebook positively influenced the creative writing skills of the students. Based on the students' outputs, the creative use of figurative language in their written outputs is evident, along with improved grammar and mechanics. Furthermore, the results of this study corroborate the study of Al-Tamimi et al (2021), where Facebook provides a recognizable effect on improving the creative writing skills of the students.

Furthermore, the results of this study corroborate the study of Al-Tamimi et al (2021), where Facebook provides a recognizable effect on improving the creative writing skills of the students.

4.3. Motivation Level of the Students Before and After Using Facebook

Table 3 shows the motivation level of the students before and after using Facebook.

Table 3: *Motivation Level of the Students Before and After Using Facebook*

Students	Pre Facebook-Motivation Level	Interpretation	Post Facebook Motivation Level	Interpretation
1	2.8	Agree	3.7	Strongly Agree
2	3.5	Agree	3.0	Agree
3	3.9	Strongly Agree	3.0	Agree
4	3.9	Strongly Agree	3.9	Strongly Agree
5	2.3	Neutral	3.4	Agree
6	3.1	Agree	3.7	Strongly Agree
7	3.8	Strongly Agree	4.0	Strongly Agree
8	3.6	Strongly Agree	3.1	Agree
9	3.4	Agree	2.1	Neutral
10	3.1	Agree	3.6	Agree
11	2.6	Neutral	4.0	Strongly Agree
12	3.4	Agree	2.7	Agree
13	3.2	Agree	3.1	Agree
14	3.2	Agree	2.8	Agree
15	3.6	Strongly Agree	3.7	Strongly Agree
16	2.1	Neutral	3.8	Strongly Agree
17	2.4	Neutral	3.4	Agree
18	2.8	Agree	3.0	Agree
19	2.9	Agree	3.8	Strongly Agree
20	1.7	Disagree	3.9	Strongly Agree

Legend:
0-0.8 – Strongly Disagree   0.9-1.7 Disagree   - 1.8-2.6 Neutral   – 2.7-3.5 – Agree   3.4-4 – Strongly Agree

As shown in Table 3, the motivation level of the students before using Facebook ranges from 1.7 to 3.9. Only one out of the 20 respondents disagrees that he is motivated to write before using Facebook. Four are neutral, ten agree, while the remaining five strongly agree that they are motivated to write.

On the other hand, the motivation level of the students after using Facebook ranges from 2.1 to 4.00. After using Facebook, none of the respondents disagreed that they are motivated to write; only one remained neutral, nine agreed, while the remaining ten other respondents strongly agreed that they are motivated to write their writing tasks.

Based on the results presented above, the motivation level of the students increased after using Facebook. This indicates that the use of Facebook positively influenced the motivation level of the students towards writing. Additionally, the number of students who strongly agree that they are motivated towards writing also increased from five to ten students after using Facebook. After using Facebook in writing outputs, none of the students answered that they are demotivated towards writing compared to having been motivated before using

Facebook. This would mean that the use of Facebook in writing could increase the motivation level of the students.

Furthermore, the results of this study verify the study of Casanova and Tuazon (2021), where students have a positive attitude and enjoy writing activities over time and circumstance.

4.4. Significant Difference of the Motivation Level Before and After Using Facebook
The table below shows the significant difference of the motivation level of the students before and after using Facebook.

Table 4: *Significant Difference of the Motivation Level Before and After Using Facebook*

	n	Mean	SD	Test Statistic	p-value
Pre-Facebook Motivation Level	20	3.07	0.6141		
Post Facebook Motivation Level	20	3.39	0.5153	131.50	0.141

Table 4 reveals that the pre-Facebook motivation level of 3.07 increased to a post-Facebook motivation level of 3.39 with a p-value of 0.141, which was higher than the alpha value of 0.05. Thus, the null hypothesis is accepted, which means that there was no significant difference in the students' pre-Facebook and post-Facebook motivation levels. This implies that although there is an improvement in the motivation level of the students after using Facebook, the improvement is not significant enough to provide a difference.

This further implies that Facebook is not effective enough in improving the writing motivation of the learners. Additionally, there might be a mean gain from 3.07 to 3.39 after using Facebook, but the increase is not high enough to cause positive improvement.

4.5. Students' Insights on Using Facebook to Improve Their Writing Skills and Motivation
Table 5 shows the students' insights on using Facebook to improve their Writing Skills and Motivation.

Table 5: *Students' Insights on Using Facebook to Improve Their Writing Skills and Motivation*

Themes	Sample Reflections
	Before, I only write my works on paper or in my notes where limited people can only access it.
Better Outputs because of Exposure/Audience	*Before I am not actually putting much effort because only a few can see it.*
	After using Facebook, I am eager to make my work more interesting and better since a lot of people may see it
	Before, my written outputs are plain and there is a lot of wrong spelling.
Improved creative writing skills	*Before my outputs are in their simplest forms.*
	After using Facebook, my grammar and spelling improved.

	After using Facebook, I can use figurative language more and other deep words.
Distractions	*It makes me lazier because it causes me to become easily distracted.*
	Facebook has lots of distractions that cause me to procrastination.

The table above presents the reflections of the students on using Facebook to improve their Creative Writing skills and motivation. The reflections can be summarized into four themes such as Better Outputs because of Exposure/Audience, Improved Creative Writing Skills, and Distractions.

Based on the focus group discussion conducted, the students noticed that their written outputs significantly improved because of the audience. For example, once a student said, "After using Facebook, I am eager to make my work more interesting and better since a lot of people may see it." Before, written outputs were written with less effort because only the teacher could read them. However, after using Facebook, students have become more intricate in their writing since a lot of people can read it. This also implies that the audience in the Facebook group motivated the students to improve their writing since many can access and perceive their written outputs. The students noticed that they gained confidence in writing because they were able to share pieces of themselves while also receiving feedback for self-development.

Moreover, the students also noticed that their written outputs before had lots of errors in grammar and mechanics. However, after using Facebook, students become more particular in using figurative language in their compositions and deeper words. For example, one student mentioned, *"After using Facebook, I can use figurative language more and other deep words."* The reflection implies that Facebook helped the student improve their Creative Writing skills since the use of figurative language is a common component of Creative Writing.

These reflections from the learners coincide with the statistical findings of the study since there is indeed a significant mean difference between the pretest and posttest performance of the students in Creative Nonfiction.

Furthermore, when the students are asked for their insights about the cons of using Facebook in improving their motivation, one theme surfaced which is the Distractions. One reflection says, *"It makes me lazier because it causes me to become easily distracted."* This supports the findings of gu & Irwin (2016) stating that participants become more vulnerable to distractions on Facebook especially when the learning task is of low-interest.

5. FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This study aims to use Facebook to improve students' creative writing skills and writing motivation. Specifically, this study answers the following questions:

1. What is the pretest and posttest performance of the students in Creative Nonfiction?
2. Is there a significant difference between the pretest and posttest performance of the students in Creative Nonfiction?
3. What is the writing motivation level of the students before and after using Facebook?
4. Is there a significant difference between the writing motivation level of the students before and after using Facebook?

5. What are the students' insights on the use of Facebook in improving their writing skills and motivation?

5.1. Findings

1. The pretest and posttest performance of the students in Creative Nonfiction is above average.
2. There is a significant difference between the pretest and posttest performance of the students in Creative Nonfiction.
3. The writing motivation of the students before and after using Facebook fell on the agree level.
4. There is no significant difference between the students' motivation levels before and after using Facebook.
5. Based on the students' insights, Facebook is a great way to improve their creative writing skills, but it affects their writing motivation because of its distractions.

6. CONCLUSION

Social media, like Facebook, has become an integral part of learners today. In terms of improving creative writing skills, Facebook is useful because it becomes an avenue for students to showcase their writing prowess in front of an audience. Additionally, its features like the reactions and comment section are tools for interactive feedback giving allowing the learners to engage more with their classmates; and while the improvement in the learners' creative writing skills is promising, Facebook is not sufficient to improve the learners' motivation to write. Its innate nature as a social media application providing limitless entertainment content hinders learners from improving their motivation. These findings coincide with the students' insights, proving that Facebook indeed improves their creative writing skills but not their writing motivation.

6.1. Recommendations

The study was conducted over two and a half months while using the blended modality of learning. Based on the findings, the following can be recommended:

1. Integrate accessible digital technology like social media in language learning, especially in writing, as students become more confident when their writing skills are showcase in front of an audience.
2. Design a more conducive syllabus where social networks are integrated in language learning, especially since learners live in the digital era and make use of digital technology on a day-to-day basis.
3. Provide an accessible internet connection and an ample number of portable devices that can be used in the classroom to strengthen language learning.
4. Conduct more thorough research on the same topic with experimental and control groups. Having different sets of respondents could yield better outcomes and strengthen the findings of the current study.

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