



## The Influence of Social Media and Peer Interaction on Students' English Writing Proficiency

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### Abstract

*This study looks at how students in the English Department at Universitas Panca Marga's writing skills change when they use social media and have organized interactions with their peers. Participants were chosen using a saturated sampling method, and the study used a quantitative method analyzed through SmartPLS software. The level of English writing skills was the dependent variable, and the amount of time spent on social media and structured peer contact were the independent variables. Multiple signs were used to measure each variable, and reliability and validity tests were used to evaluate them. The results indicate that both using social media and structured peer interaction have a good impact on students' writing skills, with structured peer interaction having a bigger effect. Participating in social media helps build vocabulary and writing speed, and working with others in an organized way improves grammar, coherence, and the ability to think critically about what you've written. These results show that digital and collaborative learning settings work hand-in-hand to help students improve their writing. The study suggests that students can improve their writing skills by doing structured peer activities and seeing real English material on social media. It gives useful advice to teachers who want to improve the way they teach writing and ideas for more study into how digital and interactive learning strategies work together in language classes.*

## 1. INTRODUCTION

English writing skills have become very important in today's connected academic and business worlds. It is becoming more and more important for people to be able to write clearly and strongly about complicated ideas as globalization speeds up. Being good at writing in English not only helps people communicate more clearly, but it also helps them get deeper intellectually involved, which is needed to take part in global academic discussions [1], [2]. Writing well consistently shows better skills in organizing ideas, building arguments, and analyzing concepts critically, which leads to better educational results [1], [3] the evidence says.

Still, a lot of students have a hard time improving their writing skills, especially those who are learning English as a second language. A lot of the time, this is because they don't get to use real English or have enough chances to practice, which are both very important for learning complicated grammar rules and rhetorical patterns [4], [5]. It is now necessary to fix these problems through targeted teaching methods, especially those that provide real-life language input and intentional practice, which helps students get past problems and develop their writing skills on their own [2], [5].

Researchers have been looking into how digital tools, especially social media, affect learning English more and more in recent years. A lot of studies show that using social media can help language learners improve

their skills, especially when it comes to expanding their vocabulary and understanding grammar. For example, Pham et al. [6] and Wannas & Hassan [7] show that regular use of English material on platforms like blogs and networking sites helps students' vocabulary grow a lot. In the same way, Aravind and Bhuvanewari [8] show that blogging not only helps students learn different ways to write, but it also makes their work much easier to understand and correct. In this way, the literature as a whole stresses how important digital settings can be for improving English writing skills.

Additionally, new research shows how important structured relationships with peers are for improving writing skills. These kinds of interactions allow for rich language exchanges that urge students to think critically about their language use and work together to improve it. This greatly improves students' writing grammar and coherence [9], [10]. Additionally, research from Kiasi & Movahedi [11] and Astrid et al. [12] shows that peer comments can help students write better because it gives them different points of view and makes them more aware of what the audience wants and how to write properly.

Even though we know a lot about how individual factors affect people, there is still a lot of unanswered study about how social media use and interactions with peers affect writing skills together. Most previous studies have looked at these factors separately, with little thought given to how they might affect each other. Kang and Han [13] talk about the benefits of peer-corrective feedback, and Mizumoto et al. [14] talk about online tools that can help with writing growth. However, there isn't much evidence on how these factors may improve students' writing skills when used together. Li [15] also says that we need to look into external factors in more depth, especially when it comes to dealing with writing fear. This makes it even more important to look into integrative teaching methods right away.

So, the clear goal of this study is to close this gap by looking at how high school students' English writing skills can improve when they are exposed to English material on social media and have structured interactions with their peers at the same time. In particular, this study looks into how continuous and real exposure to language through digital media, along with structured peer review activities, helps students improve their grammar, vocabulary, and general writing fluency. Rahmawati et al. [16] confirmed that students thought social media helped them improve their writing. This study builds on these ideas by carefully looking at how they interact with controlled peer engagement in real classrooms.

Along with looking at social media, this study stresses how important structured peer relationships are for learning how to write well in English. Through planned peer input, students improve the clarity of their language use, the coherence of their thinking, and their ability to communicate their ideas clearly [17], [18]. Additionally, Li's recent study [19] shows that combining self-regulated strategies with interactions with peers greatly enhances the quality of writing, providing educators with useful information for improving the way they teach. This study stands out because it not only confirms existing evidence of the benefits of peer relationships, but it also looks at how these benefits can be best combined with digital media exposure for all-around language learning.

Because there is a gap in the academic literature, the main goal of this study is to answer the following core question: "How do high school students' writing skills change when they use social media and have structured interactions with their peers?" The study is very original and useful because it gives us new information about this combined effect. This paper addresses the growing need for interdisciplinary teaching methods that make good use of digital engagement and peer collaboration. This could lead to new teaching methods and lessons that help high school students improve their overall English writing skills.

## 2. RESEARCH METHODS

A quantitative method called Structural Equation Modeling with Partial Least Squares (SEM-PLS) analysis through SmartPLS software was used for the study. The 47 people who took part in this study were all English majors at Universitas Panca Marga and were chosen using saturated sampling methods. The independent variables (X) were social media exposure (X1), which was measured by (1) how often people used it, (2) what kinds of content they accessed, and (3) how intensely they interacted with others online; and structured peer interaction (X2), which was measured by (1) how often people gave and (2) received feedback, (3) the quality of group discussions, and (4) how much they participated in collaborative activities. The dependent variable (Y) was how well someone could write in English, which was tested by four things: (1) correct grammar, (2) large vocabulary, (3) text coherence, and (4) ease of expressing ideas. Using a five-point Likert scale, closed-ended surveys were sent out to gather data. Before using SmartPLS to look at the data, validity [20] and reliability tests [21] were done to make sure the measuring tools were accurate and consistent [22]. This let us look at the relationships between factors and the strength of the indicators' influences at the same time [23].

### 3. RESULTS AND DISCUSSION

#### 3.1. Results

Table 1. Convergent Validity Test

Indicator	Outer loadings
X1_1 <- X1	0.745
X1_2 <- X1	0.848
X1_3 <- X1	0.863
X1_4 <- X1	0.770
X1_5 <- X1	0.872
X1_6 <- X1	0.826
X2_1 <- X2	0.824
X2_2 <- X2	0.863
X2_3 <- X2	0.873
X2_4 <- X2	0.716
X2_5 <- X2	0.799
X2_6 <- X2	0.807
X2_7 <- X2	0.803
X2_8 <- X2	0.729
Y_1 <- Y	0.848
Y_2 <- Y	0.791
Y_3 <- Y	0.792
Y_4 <- Y	0.880
Y_5 <- Y	0.860
Y_6 <- Y	0.836
Y_7 <- Y	0.826
Y_8 <- Y	0.882

Table 1 shows the results of the convergent validity test. All of the outer loading values for each indicator are higher than the suggested level of 0.70, which means that the indicators are very reliable. Six signs (X1\_1 to X1\_6) gave loadings for variable X1 (social media exposure) that ranged from 0.745 to 0.872. Structured peer interaction is represented by variable X2, which has eight signs (X2\_1 to X2\_8). All of them have loadings that are between 0.716 and 0.873. In the same way, the dependent variable Y (English writing proficiency) had strong outer loadings running from 0.791 to 0.882 for its eight indicators (Y\_1 to Y\_8). These results show that each indicator makes a big difference in measuring its own hidden construct, which proves that the constructs are convergent.

Table 2. Reliability Test

Variable	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)
X1	0.904	0.914	0.926
X2	0.921	0.925	0.936
Y	0.940	0.942	0.950

The tests for reliability (Cronbach's alpha, rho\_A, and composite reliability (rho\_C)) are shown in Table 2. All of the numbers were higher than the minimum acceptable level of 0.70, which shows that the constructs are being measured consistently. There is a 0.904 Cronbach's alpha value for X1, and a 0.914 (rho\_A) and a 0.926 (rho\_C) combined reliability value. The reliability of X2 is even higher, with a Cronbach's alpha of 0.921 and combination reliability values of 0.925 (rho\_A) and 0.936 (rho\_C). The rho\_A value is 0.942 and the rho\_C value is 0.950 for the dependent variable Y. The Cronbach's alpha value is 0.940. These high internal consistency measures show that the constructs are very reliable and accurate at measuring things.

Table 3. Discriminant Validity Test

Variable	Heterotrait-monotrait ratio (HTMT)
X2 <-> X1	0.815
Y <-> X1	0.840
Y <-> X2	0.883

Using the Heterotrait-Monotrait Ratio (HTMT), Table 3's discriminant validity test shows that all values are less than the important level of 0.90. It is 0.815 between X2 and X1, 0.840 between Y and X1, and 0.883 between Y and X2. The results show that each construct is empirically different from the others. This means that the model has good discriminant validity. Multicollinearity between constructs is therefore rare, which protects the integrity of the structural model.

Table 4. f-square Test

Variable	f-square
X1 -> Y	0.232
X2 -> Y	0.555

There is an f-square test in Table 4 that measures how much the independent factors change the dependent variable. Cohen's rules say that the f-square value of X1 (social media exposure) on Y is 0.232, which means that it has a medium effect. On the other hand, X2 (structured peer interaction) has a bigger impact on Y, as shown by the f-square number of 0.555. The results show that both variables have a big effect on how well someone can write, but in this model, structured peer contact has a much bigger effect than social media exposure.

Table 5. R-square Test

Variabel	R-square	R-square adjusted
Y	0.751	0.740

With an adjusted R-square of 0.740, Table 5's R-square results show that X1 and X2 together explain 75.1% of the variation in English writing ability (Y). This shows that the model is very good at explaining things, which means that the independent factors explain a lot of the variation in the dependent variable. Even though model complexity and possible overfitting were taken into account, the adjusted number still shows that the model is robust.

Table 6. Hypothesis Test

	Original sample (O)	T statistics ( O/STDEV )	P values
X1 -> Y	0.363	3.752	0.000
X2 -> Y	0.561	6.773	0.000

The hypothesis testing results in Table 6 show that both X1 and X2 have an effect on Y that is statistically significant. There is a strong positive link between X1 and Y, as shown by the path coefficient of 0.363, the T-statistic of 3.752, and the p-value of 0.000. X2 to Y, on the other hand, has a greater path coefficient of 0.561, a T-statistic of 6.773, and a p-value of 0.000, which means it is just as important. These data show that both using social media and having structured interactions with peers improve English writing skills, but interactions with peers have a stronger effect.

### 3.2. Discussion

#### 3.2.1 Social Media Exposure (X1) Significantly Affects English Writing Proficiency (Y)

The examination of the data shows that using social media has a notable, good impact on the English writing skills of students. The path coefficient is 0.363 and the p-value is 0.000, which shows that there is good support for the relationship in the model. The effect size is also modest, with an f-square value of 0.232. This means that social media use affects writing skills in a significant but not overwhelming way. This finding is important because it shows how technology and daily digital exchanges are becoming a normal part of learning a language, especially for young students.

It's the same finding as other studies that have pointed out how digital platforms can be used as real learning spaces. When students read English-language material on social media, they often see how sentences are put together in real life, how words are used in context, and how people talk today. Online information, on the other hand, shows English in use, often by connecting it to current events and everyday situations [6], [7]. Over time, this exposure helps students internalize language structures, idioms, and sentence fluency, especially when they actively engage instead of passively consuming content.

The casual atmosphere of social media is also a unique benefit that helps students feel less anxious and more motivated to write. In formal academic situations, students may feel like they have to write with perfect grammar and structure. Digital spaces, on the other hand, support students to express themselves freely and often. Students can write more often by doing things like blogging, tweeting, or making comments. Aravind and Bhuvanewari [8] say that this kind of frequent use builds fluency, trust, and a

wide range of words. For students, informal writing is a "safe space" where they can practice English without worrying about getting bad grades. They can make mistakes and learn from them right away.

Social media use not only helps students learn new words, but it also makes them more aware of context, tone, and audience. For example, a tweet needs to be short and powerful; a blog post might need structure and flow; and a forum comment needs to be clear and relevant. This kind of experience makes students better writers who can change their tone, style, and format based on the platform and goal. Interacting with different people from around the world also exposes students to a lot of different writing styles and cultural expressions, which helps them learn how English works in a variety of social settings.

But being active on social media isn't enough to improve your writing skills on its own. One major problem is that there is no structured input. Teachers correct students specifically in the classroom, but most social media material does not come with critical commentary. This could make students repeat bad patterns of language, spelling, or punctuation. The casualness that gets people to participate can sometimes make them less careful about being correct and making sense. So, teachers need to help students tell the difference between casual language and proper academic writing.

In conclusion, the strong link between using social media and being good at writing shows how important it is to use digital tools when learning a language. Social media sites let people constantly see real people using language, which gives language learners chances to practice writing in interesting and important ways. But for this digital interaction to be most helpful, it needs to be balanced with structured teaching and feedback on how well the student is doing. Teachers should think about adding tasks based on social media to their writing lessons. At the same time, they should make sure that students know how to switch from less formal to more formal writing situations. This mix of methods can help people become better English writers by increasing their drive and skill.

### 3.2.2 Structured Peer Interaction (X2) Significantly Affects English Writing Proficiency (Y)

Statistical data shows that structured peer interaction has a big effect on how well students can write in English. A path coefficient of 0.561 and a p-value of 0.000 show that the link is strong and positive, and an f-square value of 0.555 means that the effect size is large. In real life, this means that students' general writing skills get a lot better when they regularly take part in planned peer-based activities like sharing feedback, co-authoring texts, or editing them as a group. These numeric results are in line with modern ideas in applied linguistics that say working together, not alone, is the most important thing for improving your writing.

One reason why peer interaction is so important is that it gives writers quick feedback that is tailored to their situation. Peer answers happen in real time and are written in a way that all of the students can understand. This is different from teacher comments, which often come after the fact and may seem authoritative. This speed helps writers catch small mistakes like missing articles, awkward language, or logical jumps while their ideas are still new. When students get feedback on more than one draft, they start to absorb the changes and start to look forward to them. This turns reactive revision into proactive planning over time. This process happens over and over, which is why peer-based feedback is better than one-time teacher edits for improving both grammar and clarity of speech.

Structured contact has a strong metacognitive aspect as well. When students are getting ready to critique a peer text, they have to take on the role of an evaluator: they have to figure out how the text is organized, make sure it makes sense, and explain their ideas. When students apply these analytical skills to their own writing, they start to more closely watch themselves and ask questions like, "Have I given enough evidence?" or "Is my conclusion logically linked to the thesis?" Over time, these kinds of habits make writers less reliant on outside revision and more able to revise on their own, without being told to. In this way, peer tasks serve two purposes: they improve the current draft and, more importantly, they teach writers how to read their own work critically.

Structured peer tasks also put writing in a social setting, which can motivate students in ways that aren't always present in projects that students do alone. Knowing that peers will read and comment on their drafts raises the stakes and makes them pay more attention to making sure they are clear and well-written. At the same time, the supportive nature of a well-run peer group makes the anxiety that often comes with having people look over your work lessened. The classroom changes from a place where students are judged to a place where everyone works together to solve problems. Experimenting with language is encouraged, and mistakes are seen as opportunities to learn rather than personal failures. This sense of psychological safety can be especially helpful for second language writers, who often worry a lot about getting things right.

Another unique benefit of peer contact is that it can help students learn a wide range of languages. Every student in a multilingual classroom adds their own words, phrases, and cultural views to the table. Talking about and comparing things helps writers find new ways to organize their points, use devices that make sense, or change the tone for different readers. Students' vocabulary grows and their ability to use different types of discourse grows as they make these small-level findings. Diverse feedback also makes writers more aware of how different audiences are, which helps them change their style on purpose when writing for general, academic, or professional audiences.

Peer contact has benefits, but it's not a cure-all and needs to be carefully set up to reach its full potential. If you don't have clear rules, like rubrics, examples of constructive comments, or training in how to be polite, feedback could fall into two categories: vague criticism ("This part is confusing") or empty praise ("Good job!"). Neither of these leads to substantive revision. So, teachers need to set clear standards, show students how to make good annotations, and keep an eye on groups to make sure everyone has a chance to participate. Digital tools like shared documents or peer-review platforms can make this task easier by keeping comments clear and easy to track while also letting teachers step in when talks get stuck or go off-topic.

In conclusion, the fact that structured peer contact has been shown to work shows how important it is for improving English writing skills. Peer collaboration is a better way to learn than many standard teacher-centered methods because it provides timely, dialogic feedback, builds metacognitive awareness, boosts motivation, and expands linguistic resources. Because of this, teachers should make peer review, group writing, and thoughtful debriefings important parts of their writing programs. When carefully planned and regularly done, these activities not only improve instant writing results, but they also set the stage for lifelong, self-sustaining growth as confident and skilled writers.

#### 4. KESIMPULAN

The results of this study show that both using social media and planned peer interaction help students improve their English writing skills, but structured peer interaction has a bigger and stronger effect. Social media helps with writing by giving real-life language input and improving fluency. Through collaborative learning, interaction with peers leads to greater improvements in grammar, coherence, and critical awareness. These results show that using social media in a smart way and incorporating structured peer feedback into writing lessons can make language learning more effective and fun. More study may be done in the future to find out how these factors affect different types of writing and how they can be used in different school settings.

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