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Using 'Tweet Struck' To Teach Sentence Construction

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Abstract

Writing is one of the most difficult language skills to master. In order to overcome the difficulties of writing and due to the influence of 21st century learning, Tweet Struck is used by the researchers to teach sentence construction to Year 4 pupils. This study aimed to investigate the use of Tweet Struck in improving primary school pupils' sentence construction in English and the pupils' perceptions of using Tweet Struck. 8 pupils from Year 4 in a suburban school in Mersing, Johor and Ipoh, Perak,Malaysia participated in this study. This study employed an action research design which was carried out through planning, acting, observing and reflecting. Writing tests and questionnaire were used as the instruments of collecting the data. The results of the post-test at the end of the treatments showed a significant improvement of the pupils' sentence construction skills. The analysis of the questionnaire showed that most of the participants strongly agreed that pupils have positive perceptions of using Tweet Struck. The findings concludes that by incorporating Tweet Struck in English language classrooms, pupils will have significant improvements in their English language sentence writing skills.
Keywords: Tweet Struck, writing, sentence construction skills, primary school pupils

Introduction

In many countries around the world, literacy skills are emphasized since their pre-school education. It is the same for Malaysia, in which one of the crucial literacy skills that is needed by children, is the writing skill
(Floyd et al., 2007; Jamian, 2011). Chitravelu et al. (2005) states that writing is 'a system for interpersonal communication using the visible sign or graphic symbols on a flat surface such as paper, cloth or even stone slabs.' Jamian (2011) on the other hand pointed that reading and writing skills are interconnected as readers able to decode the text, they also will able to encode the word which becoming the key of effective language learning. Thus, writing is important for learners since they are able to share and express their thought and feeling in the written form of language.

Some previous studies discussed the issues of pupils' low proficiency in English language. A study by Yunus and Mat (2014) on 62 FELDA primary school pupils exposed that writing skills in the

examination is the toughest skills to be mastered in the UPSR examination. In the year of 2014, the pupils needed to re-sit the UPSR examination for four papers and the English Language paper is one of them. (NST, 2014) This issue indirectly exposed that the English language subject is a challenging subject for pupils to score in UPSR examination. Meanwhile, the Director of Education, Datuk Seri Dr. Khair Mohamad Yusof stated that English language subject is among the five subjects that had decreased in GPMP, both for the National School (SK) and National Type School (SJK) (Awani, 2015). The decreasing of GPMP showed that primary school pupils had failed to master the writing skills and have low proficiency in English language.

It has been found that writing is one of the most difficult language skills to master (Kurk & Atay, 2007).
This claim is also supported by Mohamad, Ghazali and Hashim (2018), where they have also stated that writing skill is an essential aspect of academic performance yet it is commonly known as a difficult area for second language learners. However, in Malaysia constructing sentences has become and a well-known and a must problem among the Malaysian pupils. A case study entitled "A Subject-Verb Agreement: From Novice Writes to Experts Writers" had been carried out by Surina Nayan and Kamaruzaman Jusoff (2009). They found out that many pupils have problems in applying rules regarding sentences structures and grammar in their writing even though they have been learning English for twelve years in schools. Based on the pre-test administered to all the 8 participants in this research, some issues of concern regarding writing were identified. The feedback revealed that most of the participants were not able to construct proper sentences although there is guidance of words clues given. There were many word errors and the most prominent mistake was the unarranged or jumbled up sentences, which made the sentences to appear illogical. Other than that, incomplete sentences were also an error made by them. However, it was noticed that, some of the pupils have the knowledge to identify the subject (doer) of the sentences. They were able to start their sentences with correct subject.

Hence, due to all the errors spotted, it is essential for the pupils to clearly write about the matter that they wanted to convey in order to transmit their message effectively to the receiver. In other words, choices of words and correct grammatical rules needed to be employed by them. These difficulties in constructing sentences should be curbed as soon as possible because in another two years, the pupils will be sitting for the UPSR examination which requires the pupils to effectively write a story for their Section C Question in English Language Paper. The question carries 25 marks, thus failure to score in this part of paper will affect their grades badly. As a solution, the researchers in of the opinion that when the pupils have the knowledge to construct simple sentences, it will be very beneficial to the pupils as it will be the key for writing effectively in English language.

To overcome the difficulties of writing, especially in constructing correct sentences, Tweet Struck will be used by the researcher as a supplementary tool in teaching writing. As the researchers are teachers in primary schools, they noticed that more and more pupils use mobile phones and Twitter applications in their writing in Malaysian urban and suburban schools. The researcher felt that there is a need for a study of integrating Tweet Struck in English language writing to find out if it would improve the writing skill of pupils in Malaysia. "Twitter" is the most popular micro blogging application, with almost one million users, called twitterers, who can send and receive messages via the web, SMS, instant message clients, and by third party applications" (Grosseck & Holotescue,

2008). Twitter posts known as tweets, are limited to 140 characters including spaces and punctuation, which concentrates the language accuracy and communicative precision (Grossock & Holotescue, 2008).

Attractive new technologies appear in classrooms every year. It is essential to follow these trends, especially if they are recognized by the pupils, so that educators include these trends in their teaching methods and contribute to computer-mediated communication for language learning and teaching. Tweet Struck is a social network services (SNS), which is known as microblogging. Microblogging is a type of blogging, but its content is typically much smaller than normal blogs size. Microblogging makes communication even faster, lowers users' requirement of time and reduces the effort in investing thought for generating content (Java et al. 2007). Based on these benefits of using Tweet Struck as a teaching aid, the researcher used Tweet Struck as one of the most update technologies to develop pupils' sentence construction skills and overcome the difficulties of constructing sentences. Thus, the aims of this study are to investigate the use of Tweet Struck in improving primary school pupils' sentence construction in English language by answering these questions:

a) How does Tweet Struck assist primary school pupils in improving their sentence structure?
b) What are the pupils' perceptions of using Tweet Struck?

Literature Review
A. Writing

Language learning comprises many skills and one of them is writing. It is tested in both primary and secondary schools. However, many pupils have difficulty to write a proper sentence by adhering to the grammatical rules. This is because in Malaysian schools, normally the writing activity would not be more than to search vocabularies and completing it without guidance. Even though pupils can read, find vocabularies and complete it but this does not promise that the pupils can write grammatically correct sentences. According to Yunus and Chien (2016), a competent writer must have a holistic and comprehensive knowledge of grammar, use the right choice of vocabulary or phrases, understand the writing mechanics, know the organizational skills as well as having varied writing styles. Therefore, teachers need to think of an intriguing and viable strategy that could upgrade writing skills among pupils. However, writing can be divided into many parts and this research is focusing on constructing correct sentence.

B. Technology in Education

Mohamed, Ghazali & Hashim stressed that, in this century, during the process of seeking to transfer knowledge to their pupils, educators are often faced with a quandary in finding the best way to engage their pupils within and outside the classroom environment. The Internet and Web 2.0 have also improved the way we learn from the past. In the beginning, users of the Internet could only read what was posted on the portal. With Web 2.0, pupils have the ability to read and write content on the Internet. Yunus (2007) pointed out that social interaction technologies have great benefits for lifelong education environments. The social interaction can help to enhance the skills such as the ability to search, to evaluate, to interact meaningfully with tools, and so on. Education activities can

usually take place in the classroom which teachers and pupils will interact face to face, but now, it can be carried out through the social network technologies including discussion and assessment.

C. Social Network as a medium of interaction

Hoffman (2009) investigates a number of examples of social networking tools for educators and then explores in greater depth the use of a particular one, Ning, in a distance learning course. Pupils who participated in this study ranged in age from 20–50 and attended the University of Hawaii. The results show a positive effect on the course by providing a formal structure for required discussions, helping pupils as they work on collaborative projects, and personalizing pupil interactions through the sharing of informal comments and messages. Al-Khasawneh (2010) argued that huge number of international contacts, regarding non-native to non-native communication and deals are carried out through English in a massive number of settings, including trade, diplomacy, tourism, journalism, science and technology, politics, etc. as cited by Ghabool, Edwina & Kashef (2012). Writing also involves social communication and also literacy. However, there are writing problems and difficulties discovered.

D. Writing Difficulties

The most frequent advice pupils receive about their work progress come from ESL teachers of writing. The writing task is challenging because many practical and theoretical issues are included. Yu (2008), contended that there are different aspects of writing, such as controlled composition model, built-in-three or four-paragraph model, basic organizational and informative assumptions, the simplified writing assignment, the assumption that supposes working without the help of each pupil or only with the instructor comprehensive feedback. Some studies in ESL/EFL context have reported the fact that the first language interference is the main cause of many writing errors. Pitura and Monika (2018) claimed that the English language activities conducted for schools were not authentic and therefore could not arouse students.

E. Tweet Struck

Tweet Struck has been selected as the main tool in this study whereby it plays a major role in aiding the pupils to brainstorm the ideas and construct sentences. Apart from Facebook, Instagram and any other social apps, Twitter is widely used by many youngsters. It is also a most popular online social networking site among the youngsters. Tweeting in Tweet Struck allows them to share ideas and thought widely in the space via posting tweets and also personal message. In this research, the researcher who is a teacher merely acts as a facilitator.

F. Past Studies

Studies on the use of Twitter to teach sentence construction is discussed here in order to see the benefits it has given to other researchers in their studies which could be related to the current study. As indicated by a research, Twitter seem, by all accounts, to be a compelling approach to educate and find out about new information and overarch ideas. The following studies below show how effectively the Twitter have been used all around the world and they are also applicable for pupils in Malaysia.

Dhir, Buragga and Boreqqah (2013), stated that the use of Twitter fosters writing, comprehension, reading, and even critical thinking of young pupils. Pupils learn how to write effectively and address a large audience of people properly. Additionally, Twitter has a documentation capability, which can help pupils to obtain a summary of different learning-related

activities. This research had showed a positive impacts on using Twitter to teach writing in the classroom.

Ahmed.M.A.EA.S (2015) conducted a research between experimental group and control group. By reviewing at the results, the experimental group outperformed the control group in the post writing test had showed improvement. The experimental group improvement may be attributed to using Twitter. Also, the experimental group showed improvement in their writing skills: ideas and content, organization, voice and style. This indicated that Twitter can have a positive effect on improving pupils' writing skills. This would indicate that teachers need to use any means available to develop this skill. Since Twitter is an available tool, teachers should use this tool to improve writing skills that will help the pupils as they get a job.

Finally, this study will be conducted to answer the two research questions that are stated. Based on extensive research, it is evident that there are many advantages of using Twitter to improve sentence construction. However, most of such studies focus on undergraduate and post graduate pupils. Therefore, in order to bridge this gap, the researchers have agreed to apply the use of Tweet Struck among primary school pupils with the objectives of studying their effectiveness and how pupils' perceive them.

Methodology

Johnson (2012) states that action research bridges the gap between research and practice. He asserts that the theoretical components underpinning action research practice are used to help practitioners understand what is happening in a classroom setting. At the same time, and with the interests of best practice in mind, these collected data "are used to understand or inform theories and research related to best practice" (Johnson, 2012). According to Creswell (2014), action research is used when you have specific educational problem to solve. Therefore, as suggested by Creswell (2014) in his book Educational Research: Planning, Conducting and Evaluating Qualitative and Quantitative Research, Fourth Edition, the researcher decided to adopt the action research method to reflect about the specific problem that the students in our schools are facing, collect and analyse data, and implement changes based on our findings. For this action research, the researchers have chosen Model of Kemmis and McTaggart (as cited in Altrichter et al, 2007). They recommended a spiral model comprising four steps: planning, acting, observing and reflecting.

Figure. 1.1 Kemmis and McTaggart (as cited in Altrichter et al, 2007)
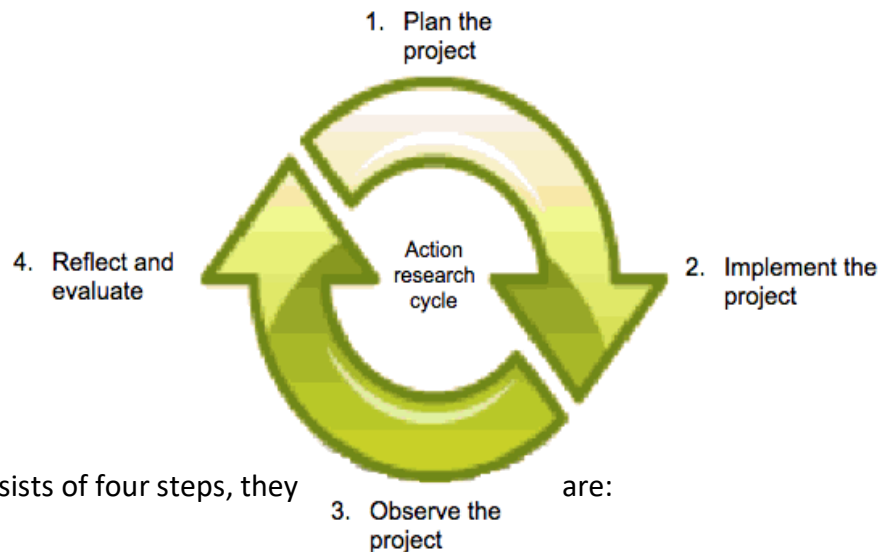
The research consists of four steps, they   are:

A. PLANNING

In this step, the researchers as the teachers plan a teaching learning activity to solve the problem found in the teaching learning process. The plans include the preparation before the teaching learning process such as preparing teaching materials and instruments for data collecting. The researchers also designed questionnaire and created Tweet Struck Accounts for the pupils and teachers.

B. ACTING

This stage is the implementation of planning. In this study, the instructors made their Tweet Struck accounts and helped the participants of the study to register for their own Tweet Struck accounts. The participants were then required to "follow" (a process whereby the user identifies whose tweets she will receive) the instructors and their classmates. First, the participants were required to tweet in order to be accustomed to the functions. The instructors posted some important verbs in present tense forms and asked the pupils to retweet the past tense forms. The verbs are related to the Section C question that they will be answering in the later part. The participants were required to reply their answers in English on Tweet Struck during class. The teachers introduces the SVO Table and drilled pupils to use the table with the verbs that they have learnt. A new question was presented each day as a drilling material, and pupils were asked to write on Tweet Struck according to the table, words and pictures given. Pupils' replies were evaluated by the researchers based on pertinence to the topics and the grammatical or syntactical effectiveness of their comments in the tweets to write the sentences.

During the class meetings, the instructors projected all the tweets on a screen and briefly discussed them from the perspectives of ideas and content, organization, voice and style. Participants were encouraged to have Tweet Struck interactions with their peers regarding their responses to the

questions posted from the instructors or from their peers. The Tweet Struck-assisted teaching approach continued for two weeks over three course meetings. Each meeting continues for two to three hours. A Section C writing test was assigned to the pupils of the on the first day of the study as a pre-test. This test was scored using the rubric. At the end of the treatments, the pupils wrote again using the same writing test as a post-test in which pupils have to write a story based on the pictures and words given and it was scored using a rubric which is prepared by the researchers. The test was corrected by the researchers. The rubric contained the categories of super excellent band, excellent band, good band, satisfactory band and weak band. Additionally, each of the five sections of the rubric were scored separately (each has three different scale criteria) so that the researchers could determine if any of the writing skills had improved. The total marks of the test is 25. The scores and the data from the rubric allowed the researcher to determine whether or not the scores had improved since the pupil began using Tweet Struck.
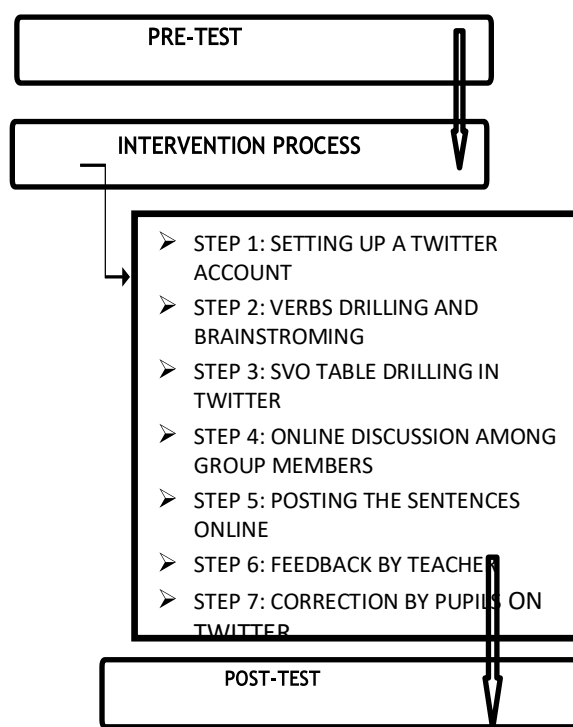
C. OBSERVING

In this stage, the teachers observe the pupils' activities in the teaching learning process in the classroom and Tweet Struck accounts by observing the pupils' writing and their friends' comments. Thus, the teachers know the pupils' participations and their writing improvements from the first posting to the last one.

D. REFLECTION

The teachers discuss the result of pupils' writings. Then, the data is analysed and reflected.
Figure. 1.2 Action Stage

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          ┌─────────────────────────────┐ ┐
          │         PRE-TEST            │ │
          └─────────────────────────────┘ ↓

   ┌─────────────────────────────┐ ┐
   │    INTERVENTION PROCESS     │ │
   └──┬──────────────────────────┘ ↓
      │  ┌──────────────────────────────────────┐
      └─→│  ➢ STEP 1: SETTING UP A TWITTER       │
         │    ACCOUNT                            │
         │  ➢ STEP 2: VERBS DRILLING AND         │
         │    BRAINSTROMING                      │
         │  ➢ STEP 3: SVO TABLE DRILLING IN      │
         │    TWITTER                            │
         │  ➢ STEP 4: ONLINE DISCUSSION AMONG    │
         │    GROUP MEMBERS                      │
         │  ➢ STEP 5: POSTING THE SENTENCES      │
         │    ONLINE                             │
         │  ➢ STEP 6: FEEDBACK BY TEACHER        │
         │  ➢ STEP 7: CORRECTION BY PUPIL ON     │
         │    TWITTER                            │
         └──────────────────────────────────────┘
          ┌─────────────────────────────┐
          │          POST-TEST          │ ↓
          └─────────────────────────────┘
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The study employed an action research design method, intended to explore the use of Tweet Struck in enhancing pupils' sentence construction skills and the pupils' perceptions of using Tweet Struck. This design used writing tests which includes pre-test and followed by the treatments. Pre-test was held on 26th September 2018, before the treatments, to see the pupils' basic knowledge and ability to construct sentences. The treatments were given in three meetings, October 7th, 8th and 9th 2018, ended by a post-test. The two instruments used to collect the data are tests and questionnaire. Two assessment tests were given to measure pupils' progress in constructing sentences. They are the pre-test and post-test. The data collected from tests were scored using UPSR Section C scoring technique which was recommended by Mykssr (2016). Finally, the questionnaire was administered to obtain the data about the pupils' perceptions of using Tweet Struck.

Respondents

The study employed a purposeful sampling which involved the Year 5 (11 years old) pupils from the suburban school in Mersing, Johor and Ipoh, Perak. The participants were chosen based on several criteria. Out of 41 pupils in Year 4, 8 were chosen as the participants for this research based on their performance during pre - test. These pupils, 5 girls and 3 boys scored the lowest during the test. The feedback from the pre-test revealed that most of the participants were not able to construct proper sentences although there was guidance of words clues given. There were many word errors and the most prominent mistake was the unarranged or jumbled up sentences, which made the sentences to appear illogical.

Instrument

This study employed a questionnaire that was adapted from a survey by Yunus and Salehi (2012). The questionnaire used a four point Likert-scale and was divided into three parts. The four point Likert-scale has emoticons in order to assist the participants in answering the questionnaire. Each part of the questionnaire had several items. The first section measured the demographic information of the participants: gender, duration time spent on Tweet Struck and final examination scores (Section C). The second section consisted of seven items for measuring participants' sentence structures process. The last part of the questionnaire had five items in order to examine the pupils' perceptions of using Tweet Struck. The data were the analysed using SPSS. The participants answered the questionnaire after the post-test was carried out. The researchers' accounts were used as a tool for virtual teaching and learning process. There were three tasks that participants were required to accomplish after the brainstorming, tips and examples of constructing sentences. All the tasks were based on pictures and words. The participants need to construct sentences by referring to the pictures and words. A Section C writing test was used in the study as a pre and a post-test. It was designed by the researchers. The rubric that was used was taken from Section C scoring technique which was cited by Mykssr (2016). The pupils use Tweet Struck application which was downloaded for free to the school computers and their smart phones.

Data Collection

The data collection procedures will begin with formal permissions of the headmasters of the schools in which the respondents are selectively picked from. All of the pupils are intermediate pupils in terms

of their English proficiency. The assessment for participants' achievement is based on the comparison of data collected from Pre – test and Post- test. Both of the tests were being analysed and compared to see the participants' progress. The data collected also will be the benchmark either the research questions are answered or not. Next, the respondents will be invited for a short briefing with the researcher as well as a brief session of answering the questionnaire. The researcher will guide them throughout the process of completing the survey questionnaires. Respondents will be given about twenty minutes to complete the survey and the survey questionnaires will be collected for analysis. They needed to select only one category from the Likert-scale of 'strongly agree', 'agree', 'strongly disagree' and 'disagree' that described participants' perception of using Twitter. The 'Unsure' Likert scale was excluded to ensure participants have their own stand whether to agree or disagree towards the statement items.

Findings and Discussion
A Sample Characteristics

A Shapiro Wilk's test (p>0.05) was carried out. Table 1.3 shows that the significance of the pre-test is 0.95 and post-test is 0.203. Since the significance value for the pre-test and post-test are more than 0.05, it means that there is no enough evidence to reject the null hypotheses. Thus, the pre-test and post-test are normally distributed because the significant value is greater than 0.05.

B. Pre Test and Post Test

The data that have been derived from the SPSS software version 23.0 was analysed to see if the use of Tweet Struck had helped the participants in sentence construction. The analysis used the Paired Sample T-Test to describe the findings.
Research Questions 1: How does Tweet Struck assist primary school pupils in improving their sentence structure?

All the participants were given pre-tests before they were given any treatments on how to make a proper sentence. Next, the participants were exposed to the intervention which was using Tweet Struck to teach sentence construction. Table 1.1 below shows the summary of the raw scores of the pre-test and post-test. Table 1.1 shows a summary of the raw scores of pre-test and post-test for all the eight participants using the Tweet Struck. Table 1.1 shows the mean score of both the tests whereby the mean score of pre-test is 4.5 and the mean score of post-test is 10.13. The difference between the mean score of the pre-test and the post-test is 45. The table also shows the minimum scores and maximum scores obtained in each test. As for the pre-test the minimum score obtained was 3 while for the post-test the minimum score obtained was 8. The minimum score obtained in the post-test was the maximum score in the pre-test which shows improvement among the respondents. The maximum score obtained in the post- test has improved to 13 which also shows improvement. As can be seen above in Table 1.1, the margin of difference between the pre-test and post-test for each sample is also shown. The range for the margin of difference is from 4 to 7 which is considered a positive improvement among the respondents who are considered as low achievers.

Table 1.1 Summary of Pre Test and Post Test Scores

Participants	Pre Test Marks	Post Test Marks	Margin of Differences
Participant 1	3	9	6
Participant 2	4	9	5
Participant 3	3	10	7
Participant 4	3	8	5
Participant 5	5	12	7
Participant 6	8	13	5
Participant 7	6	12	6
Participant 8	4	8	4
∑	36	81	45
MEAN	4.5	10.13	5.63
MINIMUM SCORE	3	8	
MAXIMUM SCORE	8	13	

The Paired sample t-test is run with the following hypotheses:
a) Null hypotheses: There is no significance difference between pre-test and post-test.
b) Alternative hypotheses: There is significance difference between pre-test and post-test.

In Table 1.2 which shows the descriptive statistics of the pre-test and the post-test scores, the mean for the pre-test is 4.5000 while the mean for post-test is 10.1250. The standard deviation for pre-test is 1.77281 and the standard deviation for post-test is 1.95941 which is more than the pre-test. This shows that the participants did better in the post-test whereby they obtained higher scores in the post-test compared to the pre-test.

Table 1.2 Paired Sample Statistics

	Mean	N	Std. Deviation	Std.Error Mean
PRETEST	4.5	8	1.77281	.62678
POSTTEST	10.125	8	1.95941	.69275

In Table 1.3, it shows that there is significance difference between the mean score of the pre-test and post-test which is 5.625. It also shows that the mean score of post-test is higher than the

pre-test. Meanwhile, the significance value is 0.000 which is lesser than alpha value 0.05. Therefore, the null hypotheses is rejected. There is significance difference between the pre-test and post-test. This finding shows that there is significant difference between the mean score of the pre-test and the post-test in where the participants did better in the post-test compared to the pre-test which shows that there is improvement among the participants after using the Tweet Struck to teach sentence construction.

Table 1.3 Paired Samples Test of the Pre-Test and Post-Test

	Mean	Std. Deviation	Std.Error Mean	T	df	Sig. (2-tailed)
Pair 1 PRETEST POSTTEST	5.6250	1.06066	.37500	15.000	7	.000

Research Question 2: What are the pupils' perceptions of using Tweet Struck?

Chart 1.1 shows the responses given by all the eight participants for the 5 items in the questionnaire. For the first item, 2 participants had agreed and 6 participants had strongly agreed that they feel comfortable posting their ideas or sentences in Tweet Struck. It is stated by Alqunayeer (2016), the pupils' freedom to answer after thinking without fear and stress and having a chance to search for the answer from several sources mainly helped in increasing grades and educational achievement by using Tweet Struck. 8 participants had equally agreed and strongly agreed that they felt encouraged when teachers or friends give them feedback on their sentences. As for the third item, most of the participants had agreed that they prefer learning writing in Tweet Struck instead of in a classroom. The participants gained more confidence in writing sentences as 7 of them had strongly agreed to this item. Lastly, 5 of them had strongly agreed that they do feel distracted by other things in the Tweet Struck features while learning through Tweet Struck. The previous studies also showed that pupils might be distracted and could not focus while learning through online (Kabilan et al., 2010). Thus, Tweet Struck also could give negative impact towards participants' learning. Overall, the participants responded positively of their perceptions of using Tweet Struck.

Chart 1.2. Bar Chart on Given 5 Item
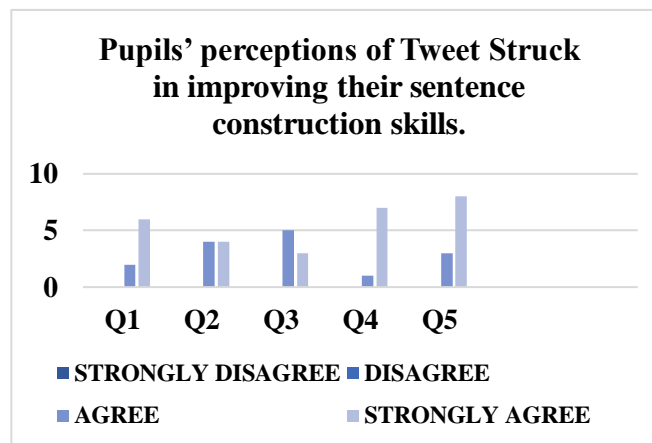
Conclusion

This study examined the effect of using Tweet Struck in Improving Sentence Construction Skills. The results of the study however, shed some light on issues concerning using new, modern and enthusiastic social networking websites especially twitter in the academic field of teaching the writing paragraph skills. In general, the results show that there were effective and obvious effects in using Tweet Struck in Improving Sentence Construction Skills. The students' post-test examination papers shows that the number of word errors and the number of the unarranged or jumbled up sentences, which made the sentences to appear illogical are reduced significantly. The main results could be summarized as follows:

1. Based on the Table 1.3, the significance difference between the mean score of the pre-test and post-test which is 5.625. It also shows that the mean score of post-test is higher than the pre-test. Meanwhile, the significance value is 0.000 which is lesser than alpha value 0.05. Therefore, the null hypotheses is rejected. There is significance difference between the pre-test and post-test. This finding shows that there is significant difference between the mean score of the pre-test and the post-test in where the participants did better in the post-test compared to the pre-test which shows that there is improvement among the participants after using the Tweet Struck to teach sentence construction.

2. Based on Chart 1.1, the participants have positive responses towards the usage of the Tweet Struck to learn sentence construction. 6 participants had strongly agreed that they feel comfortable posting their ideas or sentences in Tweet Struck, while 8 participants had equally agreed and strongly agreed that they felt encouraged when teachers or friends give them feedback on their sentences. As for the third item, most of the participants had agreed that they prefer learning writing in Tweet Struck instead of in a classroom. Thus, it can be concluded that students have positive perceptions of using Tweet Struck. This is parallel to the prior scholarship as they points to the use of Twitter as a good pedagogical tool to help pupils write concisely and clearly (Kinsky & Bruce, 2016)

3. Nevertheless, Tweet Struck could also bring disadvantages to the learners as they easily

distracted by the other features of Tweet Struck like private messages. Thus, teachers should be ready to guide the learners in the virtual classroom. Based on the observation in the Tweet Struck, the researchers have found another disadvantage. The pupils tend to disregard the importance of punctuation and capital/small letters while constructing sentences in the Tweet Struck. Most of the participants wrote their sentences using the small letters including the proper noun. As a result, it might contribute to a bad habit in writing since they do not aware and used the punctuations properly. It is recommended the further research could focus more on the importance of punctuation and capital/small letters while constructing sentences in the Tweet Struck in order to improve the pupils' writing skills.

Implication

The findings of the current study are consistent with the other evidences that the Tweet Struck is actually a good medium which can significantly improve students' skills in writing a proper sentence in English Language. Tweet Struck is not only a social networking website that has a great effect in the pupils' life, but it has limitless impact on the pupils' academic improvement. Based on the results of the study, the following points are suggested and recommended to teachers, students and school administrations to maintain parallelism as follows:

Teachers
1. Teachers should consider students' individual differences by using different levels of writing skills in order to illustrate the intended writing rules.
2. Teachers should take into consideration the importance of using Tweet Struck on the teaching – learning process, because Tweet Struck is not only a social networking website that has a great effect in the students' social life, but also it has a limitless impact on the students' academic improvement.
3. Teachers should always search for new and enthusiastic methods of teaching, especially in teaching English writing so that they could attract the students' attention and motivation to learn. In this case, using Twitter in teaching can solve this problem.
4. Teachers should be responsible for students' mistakes or development. So, they should cooperate with other English teachers in other schools to create groups of more students from different schools, backgrounds and experiences.
5. Arrange competitions among students and encourage them to log on the internet, especially in Twitter for learning additional sentence construction skills.

Students
1. Students should not worry too much about their mistakes because mistakes are inevitable and one can learn from these mistakes.
2. Students should give the value of the priceless change made by using the modern technological tools as Tweet Struck for improving their writing.
3. Reading is considered a vital key for good writing. So, students should read more and cooperate with each other so that, they could get the benefit of others' good writing or mistakes in an enthusiastic way through Tweet Struck.

School Administrations
1. School administrators should provide teachers with training courses to enhance implementing Tweet Struck techniques for teaching sentence construction skills in their classes.
2. School administrators must prepare and distribute instructional materials that increase teachers' awareness of using various modern techniques such as Tweet Struck and emphasize on the significance and necessity of using writing methods in teaching English sentence construction skills.
3. School administrators can conduct workshops that aim at familiarizing teachers of how to teach writing using modern technology like Tweet Struck.
4. Encourage teachers to exchange visits and hold periodical meeting to discuss new methods of teaching such as Tweet Struck.

Recommendations for Further Studies
The researcher recommends the following further studies:
1. Using Tweet Struck in developing students' critical thinking
2. Using Tweet Struck for paragraph writing skills to assess language production of English language learners.
3. Using Tweet Struck for enhancing students' communication skills.
4. Using Tweet Struck for in developing (listening, speaking, writing and reading) skills of English.

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