

Social Media Activities in a Public University: A Case Study

NORIZAN ABDUL RAZAK & NURAIN JANTAN ANUA JAH

Faculty of Social Sciences and Humanities

Universiti Kebangsaan Malaysia

43600 Bangi, Selangor

MALAYSIA

norjef@ukm.edu.my

Abstract: - The use of social media has expanded over time from its sole function for social interaction to other purposes especially when it comes on commercializing the image or brand of one's company or institution and building the engagement between one user to another. Keeping up with the current trends and issues raised from the social media has influenced the way on what and how the users write their posts with variety of language features and styles in order to attract other users to read online. Therefore, this recent study is going to identify the online activities in the selected Facebook's pages of a public university and also to identify the type of posts that receive the most and least 'like' made by them in social media and lastly, to propose the effective online writing strategies in the social media in the context of public university. Four official and unofficial university's Facebook pages are used in order to achieve the purposes of conducting this study through content analysis. The results show that all of the Facebook pages analysed has performed 'Update information related to events, activities and opportunities provided, organised or associated with the university' as the most preferable online activity. The model of effective online writing has been proposed based on the findings found in terms of university's context.

Key-Words:- Social Media activities, Facebook pages, effective online writing, online writing strategies, technology and education.

1. Introduction

The power of technology is no longer can be denied as it holds the most important role that plays around human needs. From banking, shopping, entertainment or even when you want to read comics, the application of technology is what people are looking for. Due to its advanced features, social media has been a perfect tool for certain people, companies, industries and even institutions to use it to connect and deliver any intended information to their target users. In 2007, academic institutions in Malaysia started to build a presence on social media sites as a strategy to connect with current students and to reach prospective students. For example, Reuben (2008) argues that Twitter can be used for "awareness and branding, promoting your content, fast feedback, finding new audiences, and marketing – all areas marketers in higher education should have great interest in" (p. 5). In addition, Swartzfager (2007) and Wilburn (2008) also have suggested additional uses for Twitter, such as in emergency situations, such as school shootings, or using it in place of a live chat service for recruitment.

The same goes with Facebook since it has created "the fan page concept," which allows users to become a fan of any type of organization or cause, and "many universities jumped at the opportunity to create an official Facebook presence for their university" (Reuben 2008, p. 3). Participation in two-way dialogue is one of the distinct features that differentiate social media sites from more traditional media. Reuben (2008) argues that social media "can assist in clearing up misconceptions and promote unsolicited, genuine positive feedback, which is invaluable to prospective students and marketers alike," which allowing for more trust than traditional advertising would provide (p. 8).

Due to its advanced feature as a trend setter and information spreader, it becomes a medium for people to share information and use it for many purposes. Almost all the educational institutions have created their own accounts in Facebook, Twitter, Instagram, YouTube and other social media in order to promote and convey any important messages related to student affairs, management and other reasons. For instance, Southern Illinois University College of Business, see sites such as Facebook as crucial tool for their communication and marketing

strategies (Campbell 2008). In Malaysia, every university in this country has created their own account for both formal and informal purposes. Formal purposes may be used by administrations to share official events and announcements related to the university. Informal purposes refer to the Facebook accounts or pages created by students to promote their activities and share their opinion and ideas related to the university or their own personal issues. Some of the social media sites are available for all the users where it is not restricted to their students only but also to the public. Therefore, there is possibility for the university's image to be affected by it, either in a good way or vice versa.

Therefore, the university's context is an interesting variable to be examined which concerns on how social media is being used, because, unlike other industries, institutions of higher education have unique and diverse segmented audiences, including prospective students, current students, and alumni, and the generational differences, styles, and needs of each group tend to be very different.

2. Statement of the Problem

The number of like, share and comment and other signs of participation is the only measurement of the return of investment in social media. Based on the general observation in this public university's Facebook pages, most of the reviews on the university official pages are poor in terms of feedback and comments including the participation and supports from students regarding the university's affairs, events, news or any educational and formal information posted in the pages which can be seen from the number of likes and shares in the social media. Besides that, the students also seem to be more interested and invested in an unofficial Facebook page that are managed by individual group that deals more with student social affairs where it mostly contains negative views about the university which can bring negative image to the institution such as complaints and gossip regarding university's management and facilities. This is alarming since they need to maintain and enhance its reputation.

In terms of the language use in social media, O'Connor (2005) and Axtman (2002) notified that the communication in CMC or the language used in social media lead to a breakdown in English language. It is may due to the use of language in the social media nowadays as it commonly displays informal and speech-like features, including abbreviations, short turn-taking and omission of auxiliary verbs and pronouns which attributes the

temporal, spatial, and social structures which is different from the proper use of language in traditional writing (Tagliamonte & Denis 2014). Therefore, it leads to the assumption that the new language form from the social media is inappropriate enough to be used to communicate. Further, the study on the online writing strategies used in the social media in commercializing public university's image is minimal. Therefore, this study is critical to investigate the online activities and online writing strategies in social media which correlates in maintaining and marketing the good image of a varsity.

3. Objective of the Study

The purpose of this study is to identify the online activities in a public university's social media. The online activities are defined as the type of activities performed in the Facebook pages which can be related to the main purpose of creating the account which is to commercialize the university's image and act as a sharing platform among the students and related users (Norizan Abdul Razak & Nurain Jantan Anua Jah 2016). Besides that, this study also intends to identify the type of posts that receive the most and least 'like' among the students in social media. It aims to explain which posts receive the most and least like in the Facebook. Lastly, to propose the effective online writing strategies in social media in the context of public university.

4. Literature Review

The use of social media as a sole function in communicating and engaging with people online has become a trend in recent years. This new technological platform has changed on how people interact and engage with other users and also on how they spend most of their time with. By using this platform, they can use it for many purposes including socializing, business, shopping, playing games, delivering information and more without time limits. In a solid definition, "social media are defined as applications, services, and systems that allow users to create, remix, and share content" (Junco 2014b, p.6) or "media used to enable social interaction" (Davis, Deil-Amen, Rios-Aguilar, & González Canché 2014, p.2) as the utmost function. Since it has expanded into a technological phenomenon in our lives nowadays, this platform has become part of our lives whether we want it to be or not.

To give an idea of how much social media has ingrained in our society; Maeve Duggan, Nicole B. Ellison, Cliff Lampe, Amanda Lenhart, and Mary

Madden (2015) reported that in 2014, 52% of online adults used two or more social media sites, which is a 10% increase from the same statistic reported from 2013. Moving to this year, the users of social media sites have vigorously increased to 7.395 billion users in total population provided by Global Web Index for 2016 annual report. It shows that how the growth of this technological wave has embedded in our lives and influenced every move and ideas that we want to deliver especially when it concerned on young generation or students today.

In terms of the language use in social media, it can be synchronized with the use of Computer Mediated Communication or CMC theory as the facilitation of this form of communication can be seen through the use of Facebook, Twitter, Instagram, You Tube, email and other social network sites instead of traditional face to face meeting. The use of language in CMC tends to be concise and informal compared to the language used in traditional way. In relation to this matter, both Tagliamonte and Denis (2014) indicated that “CMC displays informal and speech-like features, including abbreviations, short turn-taking and omission of auxiliary verbs and pronouns which attributes the temporal, spatial, and social strictures imposed by IRC or Internet Relay Chat specifically that messages be types as quickly and efficiently as possible”.

However, it is quite different from what Crystal (2001) has pointed out that “discourse on internet is a new species of communication” where the description is complete with its own lexicon, graphology, grammar and usage condition. It basically refers to the forming of new language as a result of the expansion of new technology that is formed by users in social media over years. As proposed by Syenja Aradhanawaty (2014), it is probably the communication style of modern people. Due to the popularity of the use of social media nowadays, it leads to the new form of communication which particularly linked to CMC use which might be influenced by the current trends. Given that many university students belong to this age group; it is expected that many of them have seamlessly integrated social media into their lives. Including their way of writing posts as due to the fact that they have been raised around these latest technologies such as MacBook, iPad, Google, Facebook, Twitter, Wii, PS3, Android which makes them appreciate less formal communication styles, fast delivery of content, data, and images.

Today, social media has been recognized as a key asset of a successful inbound marketing

strategy which can provide better online visibility through cross-channel content distribution. Keeping current with the trends emerged from the evolution of social media can be a big help in maintaining and commercializing the image of the company or even institution. For the example, the trend of using hashtag which refers to a clickable keyword used to categorize posts. Hashtags have also spread to all social media platforms and they have even reached everyday speech where it subsequently helps to promote and make it easier for the users to connect and direct to any information that they want to go for. Now you can find hashtags all over popular culture, from greetings cards and t-shirts to the dialogue of sitcom characters. Therefore, being in the same track with the current trends in terms of language use enables the university to increase website traffic, build conversions, raising positive image association and improve communication and interaction with other users and hence, helps the university to commercialize their image to a broader network.

5. Methods

This study utilizes qualitative research methodology where descriptive qualitative method is applied through content analysis in order to obtain the data. Four of a public university's official Facebook pages are used as sample in this study. All of the texts studied have been written and posted on the site of the public university mentioned. The corpus of the study or the Facebook's status messages will be collected by the researcher from December 2015 until Mei 2016 as the approximate duration is 6 months.

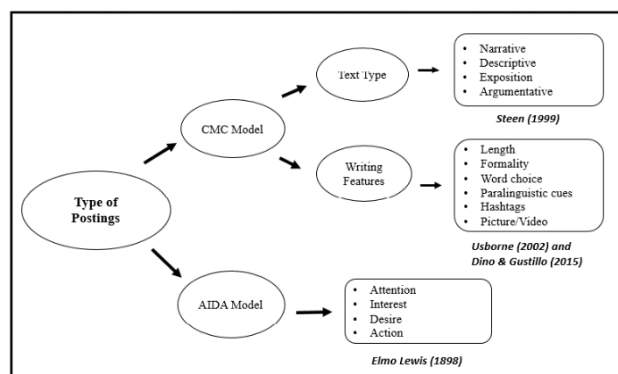
In the selection of the posts for the second research objective, there are two criteria that should be fulfilled; 1) the posts that obtained the high number of likes, shares and comments, 2) the posts that obtained the low number of likes, shares and comments in the selection of the Facebook's status messages. All of these sites have been selected as they are mainly constructed on the platform of the university where all the information shared in these sites are all concerned and related to the university, secondly, Facebook is the most used and preferred by most of the students in the public university compared to other social media such as Twitter, Instagram and the public university official website.

5.1 The instruments

Evaluation forms or two observation checklists are prepared in order to help the researcher to record notes systematically and to find any new components

if emerge. The content analysis can be both descriptive and reflective which the researcher need to identify the component provided in the conceptual framework and add new components if the researcher thinks they are effective and relevant. In terms of the first observation checklists, it is designed and structured based on CMC concept which concerns on the text type and writing features found in the posts. As for the second observation checklist, all of the elements in AIDA model which are attention, interest, desire and action are used by observing the number of comments, shares and likes obtained in the UKM's Facebook status messages and also the components or themes that emerge from the posts. Figure 1 shows the concepts of both CMC and AIDA theory used in this study.

Figure 1: The conceptual framework of type of posts in social medi



6. Results and Discussions

The qualitative data were analysed based on the three objectives aimed for this paper which focus on the social media activities in the selected Facebook's accounts and posts that receive the most and least like in the accounts and lastly, proposing the effective online writing strategies in social media based on data obtained from the observation of the online activities and posts in the selected Facebook's accounts.

6.1 The online activities in the selected Facebook's accounts

All of the selected Facebook's pages are identified based on the special codes given which stands from abbreviation 'U' followed by the numbers which differentiate the codes assigned for each Facebook accounts which are U1, U2, U3 and U4. U1 is the official Facebook page of a public university whereas U2, U3 and U4 are the unofficial Facebook pages of the same public university. When it concerns on the online activities practiced in the social media, it is

basically referred to the type of online activities performed in the Facebook pages which can be related to the main purpose of creating the account which is to commercialize the university's image and act as a sharing platform among the students and related users (Norizan Abdul Razak & Nurain Jantan Anua Jah 2016).

In this research, there are nine classifications of the themes of online activities involved in the Facebook:

Table 1: The classification of the themes

Themes	Description	Occurrences
Update information related to events, activities and opportunities provided, organised or associated with the university	Posts any picture, video or related information regarding events, activities and opportunities provided, organised or associated with the university	All four Facebook pages are active in updating. In average, U1 and U3 post four to five posts daily compared to U2 and U4.
Sharing information related to upcoming events and activities	Posts any picture, video or related information regarding upcoming events and activities organised, joined and anticipated by the university	All four Facebook pages are active in sharing on daily basis except for U2 that share mostly 'personal sharing'.
Publicize the university's achievements	Posts any picture, video or related information regarding university's achievements of students, lecturers, academics and others	U1, U3 and U4 are active in publicizing daily except U2 that is seldom in publicizing.
Sharing stories about former students and staff members	Posts any picture, video or information on sharing stories or memories of	U4 is very active in sharing stories which is almost daily as this online

	former students and staff	activity is their main focus.
Personal sharing related to the university's context	Posts any picture, video or related information of personal sharing and opinion in the university's context	U2 has performed this online activity regularly and moderately for U3 and U4.
Sharing information about news and current issues	Post any picture, video or related information regarding news or currents issues	U1 regularly performed this online activity in five times daily and weekly sharing for U2, U3 and U4.
Share unrelated information in concerned on the university's context	Posts any picture, video or information which is unrelated to the university's context	U2 is the most active and majority of discussion are informal.
Negative sharing or gossip related to the university	Post any picture, video or information related to negative sharing (eg: complaint or gossip) regarding the university	U2 is most active and almost half of the write up is in narrative form.
Others	Posts or shares any pictures, videos or information which is not related to any categories above (eg: shares songs, news, playing games and etc.)	Often performed in U2, U3, and U4 except U1.

Based on the data analysed, all of the accounts which are U1, U2, U3 and U4 have performed different type of activities in the Facebook which mainly connected with the purpose of creating the Facebook pages at the first place. However, all of the Facebook pages

have mainly used these medium to update information related to events, activities and opportunities (eg: scholarships, job opportunity and more) organised by the university with the occurrence of 4 out of 10 of the posts in the newsfeeds section as the primary online activities. They have uploaded images, videos or any form of information related to the events or activities involved in the newsfeed. Almost all type of online activities performed by U1 and U4 are the same as most of the posts are concerned on the information related to the events and activities organised or related to the university. Followed by other information related to the upcoming activities, students or university's achievements, any related news and current issues and other online activities. However, U4 focuses more on the students' issue as this Facebook page is actually managed by the students' representative body. As for U1, all the posts are general and more concerned on the students and university's issue equally. Both of the Facebook pages are also considered as active as both of them regularly update the posts almost four to five times in average daily.

These patterns are seemed to be different from U2 and U3. Even though, both of them have performed 'Update information related to events and activities organised' as the most used online activity in the Facebook, however, both of them have performed different online activities for the second most applied online activity in their Facebook pages. As for U2, 'personal sharing related to university's context' and 'negative sharing or gossip related to the university' are regarded as the second most popular online activity performed in the Facebook page. In contrast, 'share stories about former students and staff members' has been placed behind the most popular online activity for U3. Both of these Facebook pages also can be considered as moderately active in post newsfeeds in their Facebook pages.

In terms of conversing and engaging with the followers, friends or other users, this type of online activity is abstract and impossible to be categorized in the same categories provided in Table 1 as the possibility of the Facebook's administrator to engage with other users are general as they can reach each other through 'private messenger' or 'pm' box provided by Facebook for those who wants to converse in private, in 'comment' section or by tagging other 'friends' in their posts reflects the act of engaging and networking with other users in Facebook. Therefore, this type of online activity cannot be categorized thematically.

6.2 Data based on CMC and AIDA models

6.2.1 The use of text type and word choice

Most of the posts posted by all U1, U3 and U4 have employed 'descriptive' type of text in delivering or posting their status in the Facebook. According to Norizan Abdul Razak & Nurain Jantan Anua Jah (2016), this type of text is basically referred to the use in the writing to create a vivid impression of a place, object, event, place and etc. This style of writing can be useful for variety of purposes such as to engage the reader's attention, to set a mood and to create characters. For the example, most of the posts have used simple and straightforward sentence or caption which connected with the intended meaning that was trying to be delivered to the other users. The use of precise words such as nouns, verbs and adjectives has been applied in order to "puts the reader there" focuses on key details or intended messages.

For the example, a status on uploading information related to events, activities or opportunities organised or provided by university has been posted by U1 with a simple 'descriptive' type of caption,

"Institut....., sedang mencari Pembantu Penyelidik Siswazah (GRA) PhD untuk menyertai penyelidikan dalam projek..... Calon-calon yang berminat boleh menghantar CV / resume anda kepada: Dr....."

or in translated version,

"The Institute of is looking for Graduate Research Assistant (PhD) to participate in a research project..... Those who are interested can submit your Curriculum Vitae/resume to: Dr....."

Extracted from U1 (2016)

This simple sentence or caption used in the post together with a picture tagging along is important to make sure that the message is delivered clearly and interpreted successfully in order to attract the students. In return, this post has reached 36 likes and 19 shares from the followers which indicates a such favourable response or attention obtained from the readers. However, there are some of the descriptive type of posts that did not get favourable response from the readers as the length and the topic factors also play its roles in determining the effectiveness of the posts in attracting the readers to read or like. Besides that, some of the posts in U1 and

U3 have started the posts by using invitation in order to attract the readers to read the captions or information provided. It basically refers to the invitation for the students or staff to participate in the events or activities organised or associated by the university. Therefore, the choice of words plays an important role in attracting the readers to gage interest on this matter. The ample use of catchy and interesting adjectives and adverbs can play a good strategy in catching the readers' attentions.

In contrast, almost half of the posts in U2 are in narrative type of posts. It might due to the nature of the rationale of creating this Facebook page as it is known as a platform for students to express their opinion on issues relating to the context of university and the student itself. For the example,

confession #26435 "There was a time when I saw those beautiful women and say ""I wonder if I can marry a person like that"", and then the thought came to mind, ""If I was a beautiful woman, I'll go into handsome man, not a guy like me"", and so I choose to go to sleep as the bed loves me more."
[#LateNightConfession](#)

Extracted from U2 (2016)

This caption is concerned with the expression on sharing the writer's feeling in choosing spouse instead of discussing the university's issue. Even though, the caption is unrelated to the university's context, but the return of investment of this post is favourable as it obtained 78 likes and 2 shares. It shows that personal sharing is well received by readers who are majority young and still students.

Besides that, there is one interesting finding emerged from this study where most of the posts in U1, U2, U3 and U4 are written in Malay language. This is due to the fact that the Facebook administer and majority of staff and students are Malaysian. However, for global reach, it is crucial to use English language in Facebook especially for higher engagement with foreign students. Even though, Facebook has provided an auto translation feature for those who need to understand and communicate in other languages. But, the translation itself may not be good enough or accurate in delivering the intended messages.

6.2.2 The use of pictures and videos

Most of posts that included pictures and videos have obtained high number of likes or reaches compared to the posts that only consisted of text-only updates. All of the U1, U2, U3 and U4 have shown the same

pattern in using the pictures and videos in the posts as the attachment of pictures, gif or videos seems to provide more entertaining options especially an eye-catching picture rather than using text-only updates. The use of the pictures and videos also plays a big role in catching the attention the readers to look, read, browse and go to the extend to participate with what have been suggested in the posts.

In further, both of the text and pictures or videos should be intertwined with one another as it will create a strong and effective online writing and able to act as a good strategy in attracting the readers to read. It can be shown by the findings in this recent study where a post only consisted of the pictures is not strong enough to gain high reaches. It is the same case with the text-only update in a post compared to the post which consists of both caption and pictures and videos to give more high impact to the readers' interest. It can be supported by the findings provided by AMEX OPEN Forum (2016) as the use of images in post can increase 39% interaction rates higher than average.

6.2.3 The length and formality of online writing

Based on the data collection, most of the posts in all U1, U2, U3 and U4 have performed lengthy online writing. It might due to the information and issues discussed which basically requires them to be written in that way. Even though the captions written is quite lengthy, the ones that obtained high number of reaches have used simple word choices and other paralinguistic cues such as hashtags and emoticons which help the posts to be interesting and catchy.

In terms of the formality, almost all of the posts in U1, U3 and U4 have shown the same pattern as these Facebook pages have employed a quite formal online writing. This kind of formality is crucial for them as most of their posts are concerned on the information, issues or news related to the university. It is different from U2 as most of posts are informal online writing and written narratively. It is possible because this Facebook page is specially made for students as a platform to express their opinions or any issues related to the university or mostly their personal issue. For the example, they tend to use this platform to share their daily diary which basically refers to the personal use (eg: topics covered on their friends, family, love emotion and any unrelated issues in relation to the context of the university). For example, when it comes to 'personal use', the users tend to use informal and friendly tone of language compared to when they are posting or

updating any information related to the university that require a formal setting.

In comparison, an informal and friendly tone of language used seems to be more attractive and appealing compared from a formal one. As the result, it indirectly helps to the increasing number of likes in the posts. However, in this context, the excessive use of short form of words can lead to misunderstanding for those who are not from the same background and make it difficult for the readers to understand and recognize the meaning behind the message delivered especially foreign students. In further, the informal online writing tends to use appealing and catchy phrase which makes it more interesting to the readers. This catch phrase is known as one of the brilliant ways to engage with the university's brand and content. The use of catch phrase is not only restricted to informal online writing but also can be applied in the formal one. However, in this case, it was really rare to find any interesting or catch phrase used in the selected Facebook page except for U2.

6.2.4 Modification in Facebook pages

Based on findings, there are recommendations made to the U1. One of the changes is the transformation of the vague Facebook profile name to the one that is recognizable and an accurate representation of the university. The modification has been conducted starting September 2016 with the other changes. As the results, the ranking of this university's official Facebook page or U1 has increased from 16th to 4th place in the local university ranking of Facebook (January 2017 retrieved). The other changes include:

- I. Online writing strategies: use of narrative type of online writing and several strategies include the use of hashtags which acts as keywords and linkers of the information shared, use of catch phrase and emoticons.
- II. U1 started using Facebook Ads. This strategy helps to create the best conversion that can impact the relationship between the image brought by the Facebook and its followers. Since this strategy implemented, the number of reaches has increased as well as the engagement in the Facebook page.
- III. UI started to tag all the pictures and videos with a simple and straight to the point caption which subsequently makes the post easier to be understood. As supported by Manarang (2017) shorter posts get 23% more interaction than the long ones.

- IV. U1 has increased the number of posts in English language in order to engage more with the foreign students and widen the size of target group. At the same time, helps to increase English language comprehension among local students. The language use also meets the target group as most of the readers are students and their age is in the range of 18 to 30 years old in average. This group appreciates less formal communication styles, fast delivery of content, data, and images. Thus, the language use in terms of words and expressions tends to be simple, dynamic and in trend as long as it is acceptable in a university's context and preferable setting.

7. Conclusion and Recommendation

In overall, U1 and U4 are considered as active as these Facebook pages as both of them regularly update the posts almost four to five times in average daily. The rest which are U2 and U3 can be considered as moderately active in updating their status messages in the Facebook where they have posted at most 1 post in two days depending on the issues and seasons. However, all of them have shown the same result in terms of the most performed online activities in U1, U2, U3 and U4 which is 'Update information related to events, activities and opportunities provided, organised or associated with the university'.

In terms of online writing, all of them have employed different strategies in updating the posts. However, the return of investments is not strong enough to be to gain a lot of likes, shares and engagement from their followers even though this platform is known as an advantageous tool for marketing and engagement thanks to its capability of low-cost information disclosure, instant messaging, and wide networking. It is due to the several factors where the posts are basically too blunt and does not meet with certain criteria to be called as an interesting and influential post on its readers.

After examining various types of posts portrayed by U1, U2, U3 and U4 based on CMC and AIDA models in terms of its online writing context, this paper proposes the effective online writing strategies in social media which focus on university's context based on Facebook pages observed and it is

applicable for any other languages. Each of the strategies is discussed below.

7.1 Effective online writing strategies for social media

7.1.1 Simple and readable content

Based on the findings, most of the posts in U1, U2, U3 and U4 have performed lengthy and contented status updates in their newsfeeds. However, the number of likes obtained from these post is not favourable as the readers might find it boring and consume time. Hence, minimizing the length of a post is a right way to catch the interest, inflict the desire and grab the attention of the readers on the message delivered. Therefore, a more preferable way of writing technique for online writing should be explained in further. According to the past studies, there are several techniques that should be applied in order to persuade the customers which include simple and contented or in precise manner, 80 characters at most, well explained caption which includes the use of nouns and verbs or adjectives at least in one sentence, an appealing content that can serve to reader's self-interest, the use of persuasive words, informal friendly language, humorous, showing honesty and lastly, the use of adjective and adverbs that catch attention and figurative language or precisely, known as a catch phrase. Next, avoiding daily dairy should be taken into consideration if the rationale of building this Facebook page is act as platform for students and other university members to engage positively and share the information related to the university's context.

7.1.2 Eye-catching pictures and video

The use of eye-catching pictures and videos plays a crucial part in producing a good post as stated by Wishpond's data where posts that include photos receive 120% more engagement than the average post, while posts that include photo albums received 180% more engagement. In further, the finding in this study shows that the use of pictures or videos together with a caption does make a difference compared to the posting that only put pictures as the sole material. Therefore, it shows that without caption, the postings would be not attractive enough and well-read by the readers. By alternating pictures and videos with text-only updates seem to be eye-catching enough in order to steal the interest of potential customers. Besides that, there are several details that should be taken into accounts when it concerns on the use of digital materials or to attract

the attention are by providing up to dates products, use of high definition pictures, use celebrity to promote products or services and creative as well as organize the pictures in coherence with the caption preferred.

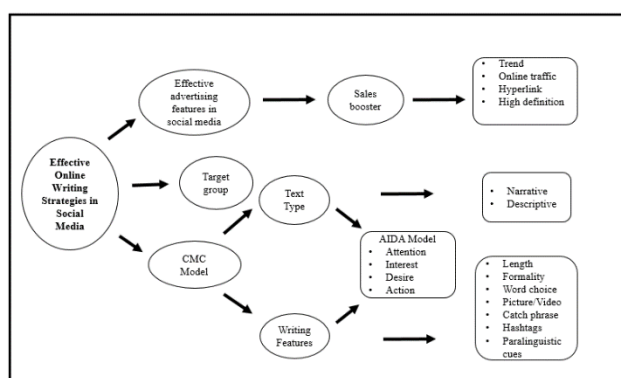
7.1.3 Effective features offered in social

In social media, there are plenty of effective features offered which an increase the reaches among the users and followers and act as a sales booster. The use of paralinguistic cues in online writing such as hashtags, emoticons and catch phrase with a little bit of creativity can boost the popularity and increase the engagement in the Facebook page. However, there are certain elements that should be taken into the consideration such as online traffic, target audience and trend which can influence the momentum of the Facebook page.

7.2 The model of effective online writing in social media

Based on the new findings on the components of effective online writing in social media, the researchers have come out with a new model of effective online writing in social media exclusively in the university's context. The new model of effective online writing in social media consists of the same feature as the conceptual framework but there are certain components that have been eliminated as the components are believed not to be essential and important in this context. Certain components also have been added as they seem to be essential and needed based on the university's context.

Figure 2: Model of effective online writing in social media



This model is hope to help the users to implement or to improve all the effective components in online writing in their existing or new social media accounts especially in Facebook.

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