

Article

Social Media Integration Enhancement for Purposive Communication Instruction

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Abstract: As technology continues to advance, harnessing the power of social media has become crucial for effective communication strategies in various domains, including education. This research identified and analyzed the extent of utilization of Social Media integration for teaching writing and the English writing performance based on the competencies of content, organization, vocabulary, syntax/language use, and mechanics among freshmen students. It used descriptive correlational method of research that the data gathered were used to determine the relationship of the students' perception and their performance. The student-respondents of the study were 279 students who were chosen based on the purposive convenience sampling. There are eight instructor-respondents who are handling Purposive Communication subject. The findings revealed that the overall written performance of the respondents was average to good in narrative and poor to fair in the expository. Their overall perception on the extent of utilization of Social Media integration for teaching writing is verbally described as moderately utilized. Results show that there is a significant relationship between the respondents' performance and perception. In the light of the findings, it is concluded that the perception of the respondents on the extent of utilization of Social Media integration for teaching writing influences their writing performance. With this conclusion, it is recommended that more writing activities integrating Social Media platforms be given to enhance students' writing skills; and those learning activities which focus on writing skills be employed to improve the writing performance of the students.

Keywords: Social Media Integration, vocabulary, syntax/language use, freshmen students

Introduction

The proliferation of information and communication technologies (ICTs) has resulted in a significant paradigm shift in the approaches employed within the realm of education, particularly in the realms of teaching and learning. Presently, a substantial clientele, predominantly consisting of students and adolescents, engage in interpersonal groups for diverse purposes, primarily driven by social



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requirements. Social networks refer to online platforms that allow individuals to (1) establish a profile that can be either public or semi-public within a defined system, (2) identify and display a list of other users with whom they have established a connection, and (3) access and explore their own list of connections as well as those established by other users within the same system.

According to Bales and Dunaway (2019), the prevalence and perceived intrusiveness of social media have undeniably transformed the manner in which individuals engage in communication and establish connections. The field of higher education has not remained unaffected by the emerging long-term trend. Based on a recent survey conducted by the Pew Research Center in 2019, it was found that a significant majority of those aged 18 to 29, who are commonly referred to as conventional college students, utilize Facebook, with a reported percentage of 79. Additionally, the survey revealed that a substantial proportion of this demographic, specifically 67 percent, engage with Instagram. Chan (2017) asserts that each post made on popular social media platforms such as Facebook, Twitter, Snapchat, and Instagram contribute to the overall perception of a college, including its community composition and the values held by its members. This observation can also be extended to the social media accounts maintained by other departments within the university. Recent studies in the field of computer-assisted L2 writing have indicated a shift in focus away from the conventional approach of offering structured, instructor-led writing tasks (Zheng & Warschauer, 2017).

The impact of emerging technologies, namely social media, has brought about significant changes to literary styles and genres. Based on research findings, the effective utilization of social media in pedagogy has the potential to enhance students' motivation towards writing, enhance their understanding of audience and authorship, and facilitate the development of writing skills. The aforementioned attributes of social media facilitate enhanced accessibility for individuals learning a second language, enabling them to actively participate in written communication within their everyday routines. Moreover, these attributes possess the potential to contribute to the advancement of students' writing proficiencies within an educational setting. The acquisition of writing abilities in a second language has emerged as a significant issue in the educational context of individuals who are learning English as a second language (ELLs). This is mostly attributed to the intricate and iterative nature of writing, which is one of the four fundamental language skills alongside listening, speaking, and reading. The ability of English Language Learners (ELLs) to effectively compose written texts in the English language is of paramount importance in ensuring their future achievements in academic pursuits and professional growth. Maxwell (2012) reported that English Language Learners (ELLs) obtained significantly lower scores on national writing assessments compared to their non-ELL

peers. The Commission on Higher Education (CHED) issued an order to all Higher Education Institutions (HEIs) to adhere to its stated goal. The objective of this mission is to cultivate graduates who possess the capacity for ongoing learning and adaptation, enabling them to lead purposeful lives within a complex, dynamic, and interconnected global society.

Additionally, these graduates are encouraged to actively engage with their local community and contribute to the development challenges and issues faced by the nation. According to the article by Joaquin et al. (2020), the COVID-19 pandemic has evolved into a worldwide health crisis. As of October 6, 2020, the number of humans affected by the infection stands at approximately 36 million, with a corresponding death toll exceeding one million. According to Worldometer (2020), the number of individuals affected by the illness in the Philippines exceeds 325,000, with a reported fatality count of 6,000. The majority of nations have opted to implement quarantine measures and temporarily suspend educational establishments as a means to mitigate the transmission of COVID-19. Consequently, the global student population has been affected, with an estimated impact on over one billion students. According to UNESCO (2020), a significant number of Filipino students, totaling over 28 million, are required to stay at home and comply with the quarantine measures implemented by the Philippine government. In order to cater to the needs of students, namely the approximately 3.5 million students enrolled in tertiary-level institutions across the nation, many higher education institutions (HEIs) have implemented proactive measures to assure the continuity of education notwithstanding the closure. These policies encompass adapted versions of digital education that seek to enhance student engagement in educational tasks. Online learning encompasses various activities that occur asynchronously and are not bound by real-time constraints. These activities include pre-recorded video lectures and evaluations that can be completed at any time, irrespective of a specific schedule (Oztok et al., 2013). De La Salle University (DLSU), Ateneo de Manila University (ADMU), the University of Santo Tomas (UST), and the University of the Philippines, Diliman (UPD) are prominent higher education institutions in the Philippines.

Cordova Public College (CPC) is an institution of higher education with the overarching goal of providing high-quality educational opportunities at an affordable tuition rate. The primary objective of the school is to provide this opportunity to the residents of Cordova, with the intention of making education accessible to all individuals, regardless of their background. Given that English is included in the curricula across primary, secondary, and higher education levels, it is imperative for students within educational institutions to possess a high level of proficiency in the English language. The primary objective of CPC is to foster the development of

proficient students who can effectively cultivate their competence, fully utilize and apply their information, and potentially innovate themselves while addressing the most urgent challenges faced by society. However, it is apparent that certain circumstances have an impact on the academic performance of language learners, particularly first-year college students, leading to subpar results. Certain students exhibit evidence of incompetence, particularly in relation to their writing abilities. Many students encounter difficulties when attempting to compose essays in the English language. Hence, the primary objective of this research endeavor was to address the existing disparity by examining and evaluating the degree to which Social Media integration is employed in the context of teaching writing, as well as its impact on English writing proficiency as measured by competencies.

Social Media

Social media's integration into education has revolutionized the learning landscape, offering numerous benefits to students, educators, and educational institutions alike (Perez et al., 2023). According to Hamade (2019) social media enhances communication and collaboration among students and teachers, breaking down traditional barriers and fostering a more connected learning community. It facilitates real-time interaction, allowing students to seek help, discuss ideas, and share resources seamlessly. Nguyen (2023) noted that social media platforms serve as a vast repository of educational content, enabling easy access to a wide range of learning materials, research articles, and expert opinions. This democratization of information empowers learners to explore diverse perspectives and expand their knowledge beyond the confines of textbooks (Ameinge, 2021). Additionally, social media promotes active learning and engagement through interactive activities, quizzes, and discussions that reinforce classroom concepts in a more dynamic and appealing manner and it also nurtures digital literacy and responsible online behavior as students learn to navigate and critically evaluate information in the digital realm (Ahmed et al., 2019).

Social Media and Purposive Education

Integrating social media into instruction presents a promising avenue for enhancing the learning experience (Sidgi, 2021). Tapping into the captivating and interactive nature of social media platforms, educators can boost student engagement with course content (Manca, 2020). Through multimedia elements like videos, images, and polls, communication concepts become more compelling and memorable (Basilotta et al., 2022). Real-world relevance is infused into the learning process as students encounter communication scenarios akin to those encountered in their daily lives. The immediate feedback and seamless interaction facilitated by social media foster a supportive learning community where students can collaboratively tackle challenges and

reinforce their understanding. Moreover, diverse communication modes accommodate individual learning preferences, while the exposure to an authentic audience motivates students to produce their best work.

Methodology

This chapter includes the major components of the research methodology. It is the measurement and description analysis and interpretation of data throughout the data research process. This research used the descriptive correlational method of research to determine the relationship between the students' perception and their performance. Further, a systematic investigation of the writing performances of the student-respondents was also done to identify the extent of utilization of social media platforms in teaching narrative and expository writing.

The environment of the study was Cordova Public College. For the first semester of the school year 2020-2021, the study's respondents were Cordova Public College freshmen enrolled in the Purposive Communication subjects. The total population of the student-respondents is 541, who took up the subject Purposive Communication. The instruments of the study were English Writing Performance Test and survey questionnaire on the extent of utilization of Social Media platforms in teaching narrative and expository writing is modified. This questionnaire is originally from the study of Yunus and Salehi (2012) entitled "The Effectiveness of Facebook Groups on Teaching and Improving Writing: Students' Perceptions" and the study of Darunday (2020) entitled "Utilization of Social Networking Sites: Association with Chemistry Academic Performance." Based on the Cakrawati (2012) study's writing competencies, the questionnaire is organized into five sections: content, organization, vocabulary, syntax/language use, and mechanics. Moreover, the responses are based on a Likert Scale of 'strongly agree, agree, disagree, and strongly disagree' on a four-level scale.

Results and Discussions

Table 1 presents the frequency of usage for various social media platforms among the participants. The data indicates that Facebook is the most commonly used platform, with an average of 1.83 hours spent per day, followed closely by Messenger, with an average of 1.90 hours. YouTube is also popular, with an average of 1.25 hours of usage, while Instagram sees the least usage, with an average of 0.5 hours. Participants generally spend 1-2 hours on social media daily, as indicated by the highest frequency of usage falling within this category.

Table 1. Social Media Platforms and its Frequency of Usage

Frequency of Usage

Social Media Platforms	Less than one hour	1-2 hour/s	3-5 hours	More than 5 hours	Average hours
Facebook	2	3	1		1.83
Messenger	2	2	1	3	4
YouTube	3	3			1.25
Instagram	2				0.5

General Average hours: 1.90 Most Social Media Platform Used: Facebook

It's important to note that some individuals spend more than 5 hours on specific platforms, which could have implications for their overall screen time and digital well-being. This data provides insights into the social media preferences and usage patterns of the surveyed individuals and can be valuable for understanding their digital habits and designing effective communication strategies on these platforms.

Table 2. Proposes of Using Social Media Platform

Purposes	Mean	SD	Verbal Description
Getting information	3.88	0.35	SA
Receiving and sending messages	4.0	0	SA
Networking	3.13	1.13	A
Meeting students	3.62	0.52	SA
Chatting with students	3.75	0.46	SA
Communicating with students	3.75	0.46	SA
Playing educational games	2.75	0.87	A
Communicating students about academic interests	3.38	0.74	A
Sharing what my students are doing	3.25	0.46	A
Making academic discussion groups	3.38	0.52	A
Making comments on students' work	3.50	0.53	A
Sharing information about my self	2.13	0.83	D
Sharing files	3.50	0.53	A
Average	3.39		A

Table 2 displays the purposes for which participants use various social media platforms, along with the corresponding mean and standard deviation (SD) scores. The verbal descriptions are provided to interpret the results based on the Likert scale responses, where SA denotes "Strongly Agree," A stands for "Agree," and D represents "Disagree." The results indicate that receiving and sending messages is the most significant purpose for using social media platforms, with a mean score of 4.0, signifying a strong agreement among participants. Similarly, getting information is also highly favored, with a mean score of 3.88, indicating strong agreement. Meeting students, chatting with students, and communicating with students are other essential purposes with mean scores above 3.60, demonstrating significant agreement.

Networking (mean score of 3.13) and playing educational games (mean score of 2.75) fall in the "Agree" category, indicating that while participants find some value in these purposes, they are not as strongly endorsed as the primary communication-related activities. On the other hand, sharing information about oneself receives a lower mean score of 2.13, categorized as "Disagree," suggesting that participants are less inclined to share personal information on social media platforms. Overall, the average mean score for all purposes is 3.39, indicating that, on average, participants generally agree with using social media for communication and educational purposes. These insights into the purposes of social media usage can be valuable for educators to tailor their communication strategies and engagement efforts effectively on these platforms to meet the preferences and needs of their students.

Table 3. Course and Gender of the students

Course	Male		Female		Total	
	f	%	f	%	f	%
BSED	5	21	19	79	24	9
BEED	6	12	45	88	51	18
BSHM	61	46	71	54	132	47
BSIT	48	67	24	33	72	26
Total	120	43	159	57	279	100

Table 3 provides a breakdown of students' course enrollment and gender distribution. The table shows the number of male and female students in each course, as well as their corresponding percentages. In the BSED (Bachelor of Science in Education) course, there are 5 male students, making up 21% of the total, while female students comprise the majority with 19 students, accounting for 79% of the total enrollment in this course. For the BEED (Bachelor of Elementary Education) course, there are 6 male students, representing 12% of the total, and 45 female students, constituting 88% of the total enrollment in this course. In the BSHM (Bachelor of Science in Hotel Management) course, there are 61 male students, making up 46% of the total, and 71 female students, accounting for 54% of the total enrollment in this course. For the BSIT (Bachelor of Science in Information Technology) course, there are 48 male students, representing 67% of the total, and 24 female students, constituting 33% of the total enrollment in this course. The "Total" row provides the overall count and percentage of male and female students across all courses. The total number of male students is 120, making up 43% of the total student population, while the total number of female students is 159, constituting 57% of the total student population. This table offers valuable demographic information about

the distribution of students across different courses and genders, which can be useful for educational institutions in understanding their student population and designing targeted support and programs to cater to the diverse needs of their students.

Table 4. Frequency of Usage (hours/day)

Social Media Platforms	Frequency of Usage (hours/day)									
	Less than one hour		1-2 hour/s		3-5 hours		More than 5 hours		Total	
	f	%	f	%	F	%	f	%	f	%
Facebook	71	25.4	111	39.8	55	19.7	42	15.1	279	100
Messenger	61	21.9	82	29.4	69	24.7	67	24.0	279	100
YouTube	118	42.3	97	34.8	39	14.0	25	9.0	279	100
Twitter	240	86.3	31	11.2	2	0.7	5	1.8	279	100
Wikipedia	178	63.8	78	28.0	20	7.2	3	1.2	279	100
LinkedIn	242	87.1	28	10.1	5	1.8	3	1.2	279	100
WhatsApp	252	91.0	18	6.5	6	2.2	1	0.3	279	100

Table 4 presents the frequency of usage (in hours per day) for various social media platforms among the participants. The table also includes the corresponding counts and percentages for each usage category.

For Facebook, the majority of participants (39.8%) spend 1-2 hours per day on the platform, followed by 25.4% spending less than one hour, 19.7% spending 3-5 hours, and 15.1% spending more than 5 hours.

Similarly, for Messenger, the largest group (29.4%) spends 1-2 hours per day, while 24.7% spend 3-5 hours, 24.0% spend more than 5 hours, and 21.9% spend less than one hour. Regarding YouTube, the highest proportion (42.3%) spends less than one hour per day, followed by 34.8% spending 1-2 hours, 14.0% spending 3-5 hours, and 9.0% spending more than 5 hours.

Twitter shows a stark difference, with the majority (86.3%) spending more than 5 hours per day, while 11.2% spend 1-2 hours, 0.7% spend 3-5 hours, and 1.8% spend less than one hour. Wikipedia usage is dominated by those spending less time, with 63.8% spending less than one hour, 28.0% spending 1-2 hours, 7.2% spending 3-5 hours, and only 1.2% spending more than 5 hours.

LinkedIn exhibits a similar trend to Twitter, with 87.1% spending more than 5 hours, 10.1% spending 1-2 hours, 1.8% spending 3-5 hours, and 1.2% spending less than one hour. Finally, WhatsApp usage is also characterized by extended engagement, as 91.0% spend more than 5 hours, 6.5% spend 1-2 hours, 2.2% spend 3-5 hours, and only 0.3%

spend less than one hour. Overall, the data provides valuable insights into the varying usage patterns of different social media platforms, with some platforms being more commonly used for extended periods, while others see more frequent, shorter interactions. This information can be crucial for understanding how individuals engage with these platforms and the potential impact on their digital behaviors and well-being.

Table 5. Frequency of Usage to social media according to location

Location	Frequency of usage (Hours)											
	Less than one hour		1-2 hour/s		3-5 hours		More than 5 hours		Unanswered		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Home with PC/Desktop	162	59.6	41	15.1	16	5.9	16	5.9	37	13.6	279	100
Home with Mobile device	50	18.1	64	23.2	66	23.9	95	34.4	1	0.4	279	100
Home with Laptop/netbook	155	57.2	38	14.0	25	9.2	17	6.3	36	13.3	279	100
Internet Café	144	52.6	67	24.5	23	8.4	11	4.0	29	10.6	279	100

Table 5 provides the frequency of social media usage (in hours per day) based on the location of the participants. The table also includes the counts and percentages for each usage category.

For participants using social media at "Home with PC/Desktop," the majority (59.6%) spend less than one hour per day, followed by 15.1% spending 1-2 hours, 5.9% spending 3-5 hours, and another 5.9% spending more than 5 hours. There are 13.6% of participants who left this question unanswered. At "Home with Mobile device," the highest proportion (34.4%) spends more than 5 hours per day on social media. Additionally, 23.9% spend 3-5 hours, 23.2% spend 1-2 hours, and 18.1% spend less than one hour. Only 0.4% of participants left this question unanswered.

For those using "Home with Laptop/netbook," the trend is similar to "Home with PC/Desktop," with 57.2% spending less than one hour, 14.0% spending 1-2 hours, 9.2% spending 3-5 hours, and 6.3% spending more than 5 hours. There are 13.3% of participants who left this question unanswered. Participants using "Internet Café" for social media display different usage patterns. The majority (52.6%) spends less than one hour per day, while 24.5% spend 1-2 hours, 8.4% spend 3-

5 hours, and 4.0% spend more than 5 hours. There are 10.6% of participants who left this question unanswered. Overall, the data reveals that participants tend to spend more time on social media when using mobile devices and at home. Additionally, a significant number of participants left the question unanswered, suggesting a potential reluctance to disclose their usage patterns or possibly not being aware of the exact time spent on social media. Understanding the location-based usage trends can help identify contexts where digital habits and online activities may differ, which can be valuable for creating targeted educational initiatives and raising awareness about responsible social media use.

Table 6. Students Writing Performance as to Content

Criteria	Narrative Essay		Expository Essay	
	F	%	F	%
Very Good to Excellent	26	9.31	25	8.96
Average to Good	136	48.75	76	27.24
Poor to Fair	79	28.32	88	31.54
Very Poor	38	13.62	90	32.26
Total	279	100	279	100
Mean	2.54		2.13	
Standard Deviation	0.83		0.97	
Level	Average to Good		Poor to Fair	

Table 6 presents students' writing performance based on two types of essays: Narrative Essay and Expository Essay. The table includes the counts and percentages for each performance category and provides the mean and standard deviation for each essay type. For the Narrative Essay, 9.31% of students achieved a "Very Good to Excellent" performance, while 48.75% demonstrated an "Average to Good" level of writing. On the other hand, 28.32% of students received a "Poor to Fair" rating, and 13.62% of students were rated as "Very Poor."

For the Expository Essay, 8.96% of students performed at a "Very Good to Excellent" level, while 27.24% demonstrated an "Average to Good" performance. A larger portion of students, 31.54%, received a "Poor to Fair" rating, and 32.26% of students were rated as "Very Poor."

The mean scores for the two essay types are 2.54 for the Narrative Essay and 2.13 for the Expository Essay. The higher mean score for the Narrative Essay suggests that, on average, students performed better in this writing category compared to the Expository Essay, which had a slightly lower mean score. The standard deviation for the Narrative Essay is 0.83, indicating a considerable variation in students' scores. In contrast, the Expository Essay has a higher standard deviation of 0.97, suggesting more variability in the scores for this writing category.

Overall, the majority of students fall under the "Average to Good" level for both essay types. The higher mean score for the Narrative Essay

indicates that students, on average, performed better in this genre of writing. The data can be used to assess students' writing proficiency, identify areas for improvement, and tailor instructional approaches to enhance students' writing skills in both narrative and expository forms.

Table 7. Students Writing Performance as to Organization

Criteria	Narrative Essay		Expository Essay	
	F	%	F	%
Very Good to Excellent	55	19.71	34	12.19
Average to Good	142	50.90	131	46.95
Poor to Fair	52	18.64	44	15.77
Very Poor	30	10.75	70	25.09
Total	279	100	279	100
Mean	2.8		2.46	
Standard Deviation	0.88		1.00	
Level	Average to Good		Poor to Fair	

Table 7 displays students' writing performance based on the organization of their essays in two categories: Narrative Essay and Expository Essay. The table includes the counts and percentages for each performance category and provides the mean and standard deviation for each essay type. For the Narrative Essay, 19.71% of students achieved a "Very Good to Excellent" level of organization, while 50.90% demonstrated an "Average to Good" level. On the other hand, 18.64% of students received a "Poor to Fair" rating, and 10.75% of students were rated as "Very Poor" in terms of organization.

For the Expository Essay, 12.19% of students performed at a "Very Good to Excellent" level of organization, while 46.95% demonstrated an "Average to Good" performance. A smaller portion of students, 15.77%, received a "Poor to Fair" rating, and 25.09% of students were rated as "Very Poor" in terms of organization. The mean scores for the two essay types are 2.8 for the Narrative Essay and 2.46 for the Expository Essay. The higher mean score for the Narrative Essay suggests that, on average, students performed better in terms of organization in this writing category compared to the Expository Essay, which had a slightly lower mean score.

The standard deviation for the Narrative Essay is 0.88, indicating some variation in students' scores for this writing category. The Expository Essay has a higher standard deviation of 1.00, suggesting more variability in the scores for the organization aspect.

Overall, the majority of students fall under the "Average to Good" level in terms of organization for both essay types. The higher mean score for

the Narrative Essay indicates that students, on average, performed better in terms of organizing their ideas in this genre of writing. The data can be used to assess students' writing proficiency in terms of organization, identify areas for improvement, and design targeted interventions to enhance students' organizational skills in both narrative and expository writing.

Table 8. Students Writing Performance as to Vocabulary

Criteria	Narrative Essay		Expository Essay	
	F	%	F	%
Very Good to Excellent	52	18.64	34	12.19
Average to Good	153	54.84	136	48.75
Poor to Fair	47	16.85	44	15.77
Very Poor	27	9.67	65	23.29
Total	279	100	279	100
Mean	2.82		2.50	
Standard Deviation	0.84		0.98	
Level	Average to Good		Poor to Fair	

Table 8 presents students' writing performance based on the vocabulary used in their essays, categorized into two types: Narrative Essay and Expository Essay. The table includes the counts and percentages for each performance category and provides the mean and standard deviation for each essay type.

For the Narrative Essay, 18.64% of students achieved a "Very Good to Excellent" level of vocabulary usage, while 54.84% demonstrated an "Average to Good" level. On the other hand, 16.85% of students received a "Poor to Fair" rating, and 9.67% of students were rated as "Very Poor" in terms of vocabulary.

For the Expository Essay, 12.19% of students performed at a "Very Good to Excellent" level of vocabulary usage, while 48.75% demonstrated an "Average to Good" performance. A smaller portion of students, 15.77%, received a "Poor to Fair" rating, and 23.29% of students were rated as "Very Poor" in terms of vocabulary.

The mean scores for the two essay types are 2.82 for the Narrative Essay and 2.50 for the Expository Essay. The higher mean score for the Narrative Essay suggests that, on average, students performed better in terms of vocabulary usage in this writing category compared to the Expository Essay, which had a slightly lower mean score.

The standard deviation for the Narrative Essay is 0.84, indicating some variation in students' scores for vocabulary usage. The Expository Essay has a higher standard deviation of 0.98, suggesting more variability in the scores for vocabulary.

Overall, the majority of students fall under the "Average to Good" level in terms of vocabulary usage for both essay types. The higher mean score for the Narrative Essay indicates that students, on average,

performed better in terms of vocabulary usage in this genre of writing. The data can be used to assess students' writing proficiency in terms of vocabulary, identify areas for improvement, and design targeted interventions to enhance students' vocabulary skills in both narrative and expository writing.

Table 9. Students Writing Performance as to Syntax/Language Use

Criteria	Narrative Essay		Expository Essay	
	F	%	F	%
Very Good to Excellent	38	13.62	34	12.19
Average to Good	118	42.29	103	36.92
Poor to Fair	88	31.54	80	28.67
Very Poor	35	12.54	62	22.22
Total	279	100	279	100
Mean	2.57		2.38	
Standard Deviation	0.87		0.96	
Level	Average to Good		Poor to Fair	

Table 9 presents students' writing performance based on syntax/language use in their essays, categorized into two types: Narrative Essay and Expository Essay. The table includes the counts and percentages for each performance category and provides the mean and standard deviation for each essay type.

For the Narrative Essay, 13.62% of students achieved a "Very Good to Excellent" level of syntax/language use, while 42.29% demonstrated an "Average to Good" level. On the other hand, 31.54% of students received a "Poor to Fair" rating, and 12.54% of students were rated as "Very Poor" in terms of syntax/language use.

For the Expository Essay, 12.19% of students performed at a "Very Good to Excellent" level of syntax/language use, while 36.92% demonstrated an "Average to Good" performance. A slightly larger portion of students, 28.67%, received a "Poor to Fair" rating, and 22.22% of students were rated as "Very Poor" in terms of syntax/language use.

The mean scores for the two essay types are 2.57 for the Narrative Essay and 2.38 for the Expository Essay. The higher mean score for the Narrative Essay suggests that, on average, students performed better in terms of syntax and language use in this writing category compared to the Expository Essay, which had a slightly lower mean score.

The standard deviation for the Narrative Essay is 0.87, indicating some variation in students' scores for syntax/language use. The Expository Essay has a higher standard deviation of 0.96, suggesting more variability in the scores for syntax and language use.

Overall, the majority of students fall under the "Average to Good" level in terms of syntax and language use for both essay types. The higher mean score for the Narrative Essay indicates that students, on average, performed better in terms of syntax and language use in this genre of writing. The data can be used to assess students' writing proficiency in

terms of syntax and language use, identify areas for improvement, and design targeted interventions to enhance students' writing skills in both narrative and expository writing.

Table 10. Students Writing Performance as to Mechanics

Criteria	Narrative Essay		Expository Essay	
	F	%	F	%
Very Good to Excellent	3	1.08	0	0
Average to Good	68	24.37	76	27.24
Poor to Fair	149	53.41	122	43.73
Very Poor	59	21.14	81	29.03
Total	279	100	279	100
Mean	2.18		1.97	
Standard Deviation	0.64		0.75	
Level	Average to Good		Poor to Fair	

Table 10 presents students' writing performance based on the mechanics of their essays, categorized into two types: Narrative Essay and Expository Essay. The table includes the counts and percentages for each performance category and provides the mean and standard deviation for each essay type. For the Narrative Essay, only 1.08% of students achieved a "Very Good to Excellent" level of mechanics, and 24.37% demonstrated an "Average to Good" level. However, the majority of students (53.41%) received a "Poor to Fair" rating, and 21.14% of students were rated as "Very Poor" in terms of mechanics. For the Expository Essay, no students achieved a "Very Good to Excellent" level of mechanics. Instead, 27.24% demonstrated an "Average to Good" performance, and 43.73% received a "Poor to Fair" rating. Additionally, 29.03% of students were rated as "Very Poor" in terms of mechanics. The mean scores for the two essay types are 2.18 for the Narrative Essay and 1.97 for the Expository Essay. The higher mean score for the Narrative Essay suggests that, on average, students performed better in terms of mechanics in this writing category compared to the Expository Essay, which had a slightly lower mean score. The standard deviation for the Narrative Essay is 0.64, indicating some variation in students' scores for mechanics. The Expository Essay has a higher standard deviation of 0.75, suggesting more variability in the scores for mechanics. Overall, the majority of students fall under the "Poor to Fair" level in terms of mechanics for both essay types, with no students achieving a "Very Good to Excellent" level in the Expository Essay. The data can be used to assess students' writing proficiency in terms of mechanics, identify areas for improvement, and design

targeted interventions to enhance students' writing skills in both narrative and expository writing, particularly in terms of mechanics.

Table 11. Utilization of Social Media Platforms of teachers

Constructs	Mean	Adjectival Rating	Interpretation
Content	3.38	Agree	Moderately Utilized
Organization	3.48	Agree	Moderately Utilized
Vocabulary	3.28	Agree	Moderately Utilized
Syntax/Language Use	3.25	Agree	Moderately Utilized
Mechanics	3.23	Agree	Moderately Utilized

Table 11 provides valuable insights into the utilization of social media platforms by faculty for content-related activities in their instructional practices. The data showcases faculty' use of specific strategies to enhance students' writing skills and content understanding through social media platforms. The mean scores for each statement range from 2.88 to 3.88, with the overall average mean score being 3.38, indicating an "Agree" level of utilization across content-related activities. The adjectival ratings reveal that the majority of the strategies are "Moderately Utilized" by faculty, with two strategies, involving providing links of YouTube videos and letting students watch current events on social media, being rated as "Highly Utilized" by faculty. Faculty seem to moderately utilize social media platforms to encourage students to post their ideas and opinions in Facebook groups, participate in group discussions, and focus on relevant writing tasks. These strategies likely foster a collaborative learning environment, allowing students to gain better insights and ideas before writing their essays. Moreover, the high utilization of providing YouTube links and integrating current events on social media indicates that teachers recognize the value of multimedia resources in enriching students' knowledge and understanding of various topics. These activities encourage active learning and critical thinking, enabling students to develop well-rounded perspectives and informed opinions when crafting their essays. Overall, the data suggests that teachers are leveraging social media effectively for content-related activities, enhancing students' engagement and learning experiences. This integration of social media in writing instruction can offer a dynamic and interactive approach to teaching, catering to the preferences and digital literacy of today's students while promoting creativity and critical thinking in their writing endeavors.

Table 12. Utilization of Social Media Platforms in teaching narrative and expository writing

Constructs	Mean	Adjectival Rating	Interpretation
Content	3.01	Agree	Moderately Utilized
Organization	3.10	Agree	Moderately Utilized
Vocabulary	2.90	Agree	Moderately Utilized
Syntax/Language Use	3.06	Agree	Moderately Utilized
Mechanics	3.06	Agree	Moderately Utilized

Table 12 highlights the utilization of social media platforms in teaching both narrative and expository writing, presenting mean scores, adjectival ratings, and their corresponding interpretations for various writing constructs. The data indicates that teachers moderately utilize social media to support different aspects of writing instruction.

In terms of content, with a mean score of 3.01, teachers utilize social media to provide resources and discussions related to the subject matter of students' essays, fostering a deeper understanding of the content. The "Agree" rating suggests that teachers recognize the value of integrating social media as a tool to enhance content-related activities, engaging students in meaningful discussions and explorations. Similarly, for organization (mean score: 3.10), teachers moderately use social media to facilitate discussions and share examples on structuring essays effectively. This approach empowers students to better organize their thoughts and ideas, improving the coherence and flow of their writing.

Regarding vocabulary (mean score: 2.90), teachers utilize social media to introduce new words, encourage word choice discussions, and share relevant resources. While the "Agree" rating indicates moderate utilization, there is potential for teachers to explore further opportunities to enhance students' vocabulary development through social media. For syntax/language use (mean score: 3.06), teachers moderately employ social media to address grammar, sentence structure, and language use discussions. The "Agree" rating suggests that social media serves as a platform for reinforcing language skills, helping students refine their writing mechanics.

Similarly, mechanics (mean score: 3.06) receives a "Moderately Utilized" rating, indicating teachers' use of social media to address spelling, punctuation, and formatting rules in students' writing.

Overall, the data underscores the value of social media as a versatile tool for supporting various facets of writing instruction in both narrative and expository writing. While teachers moderately utilize

social media for these purposes, the findings suggest opportunities to further leverage social media's potential to foster student engagement, collaboration, and writing proficiency. By exploring innovative approaches and incorporating more targeted content, teachers can maximize the impact of social media in shaping students' writing skills and experiences.

Table 13. Significant relationship between the students' performance in narrative and expository writing and the extent of the utilization of social media

Variables	Computed Pearson (r)	P-value	Decision	Interpretation
Narrative writing skill vs. Utilization of social media	=+0.11 (Very weak positive)	0.009	Reject Ho	Significant relationship
Expository writing skill vs. Utilization of social media	=+0.11 (Very weak positive)	0.004	Reject Ho	Significant relationship

Table 13 reveals the results of the analysis examining the relationship between students' performance in narrative and expository writing and the extent of social media utilization. The computed Pearson correlation coefficient (r) for both narrative and expository writing skills with social media utilization is approximately +0.11, indicating a very weak positive correlation.

The p-values associated with both correlations are 0.009 for narrative writing and 0.004 for expository writing, both of which are below the conventional significance level of 0.05. As a result, the null hypothesis (Ho) is rejected, and it is determined that there is a statistically significant relationship between students' performance in both narrative and expository writing and the extent of social media utilization. The interpretation of these results suggests that there is a positive association between students' writing skills and the utilization of social media. While the correlation is weak, the significance of the relationship suggests that the use of social media in educational contexts may have some impact on students' writing performance. However, it is essential to acknowledge that the correlation coefficient of +0.11 indicates a relatively low effect size.

These findings imply that social media, when used thoughtfully and effectively in writing instruction, could potentially contribute to improved student writing skills. Social media may offer opportunities for enhanced engagement, collaborative learning, and exposure to diverse perspectives and resources that can positively influence students' writing abilities in both narrative and expository forms.

However, it is important to recognize that social media is just one among various factors that may influence writing performance. Teachers and educators should approach the integration of social media with caution, considering pedagogical strategies and ensuring that it complements other instructional methods.

Overall, the results of Table 13 indicate that social media utilization does show some association with students' writing skills, and it highlights the potential for further exploration and refinement of social media integration in writing instruction to maximize its impact on students' learning outcomes.

Conclusion

According to the findings, there is a significant link between students' writing abilities and their perceptions of how often they use social media sites to teach writing. The teachers agreed to second because they believed that social media should be used to educate writing skills. Furthermore, while social media has an impact on students' writing abilities, it is not the only factors that can help them improve their writing skills. When the pupils began writing their essays through social media, they began to make grammatical errors. The study's findings agreed with the Social Media Integration theory and the Connectivism theory wherein the writing skills be improved by adopting the new practices and techniques and integrating available ICTs and social media in teaching and learning the English language, especially in the writing skill. Further, data shows that social media plays a vital role in the writing development of English learners at the university- level. It also arouses the interest of English learners towards English language learning. The learners may use social media sources like Facebook, Messenger, YouTube, other platforms, or other social media tools to improve their English language and writing skills through digital media by developing a daily writing practice and regular habits for deepening a conversation with oneself and with colleagues. The instructor serves as the facilitator and is required to guide and direct the learning, especially over a virtual discussion space where students have their own devices.

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