SOCIAL MEDIA PLATFORMS AND ITS INFLUENCE ON THE WRITING PROFICIENCY LEVEL OF SENIOR HIGH SCHOOL STUDENTS IN PAKIL, LAGUNA

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Abstract

This research was focused on the different social media platforms and its influence on the writing proficiency level of senior high school students. It also aimed to determine and provide facts about the proficiency level of Filipino students hence it will help teachers think of a better strategy to enhance students writing skill. The research involved two hundred and twenty-two student – respondents obtained from the two secondary public schools in Pakil, Laguna: Kabulusan Intergrated National High School and Pakil Senior High School. Mean and Standard Deviation were used to determine the mostly used social media platform by the students. A researcher – made questionnaires were used as the main instrument to obtain the necessary data. Questionnaires were divided into two (2) parts: first, a survey questionnaire and second, an essay writing activity. Mean, Standard Deviation, Frequency and Percentage were used to determine the writing proficiency level of the students. While Spearman Correlation was used to identify the significant influence of social media platforms on the writing proficiency level of senior high school students.

The results of the study revealed that the mostly used social media platforms was Youtube with the greatest number of users with the highest mean of 2.68 or standard deviation of 1.05 and was High among learners. Meanwhile, Google Classroom had the least number of students – users with the lowest mean of 2.57 or standard deviation of 1.03 and was High among learners.

Also, in terms of the writing proficiency level of the students, it resulted that expressive writing had a remark of Very Good with a mean of 3.40. Meanwhile, creative writing had a mean of 3.27, expository writing had a mean of 3.31, persuasive writing had a mean of 2.86 and technical writing had a mean of 2.61, all were remarked as Average.

As per the significant influence of social media platforms on the writing proficiency level, the following results were obtained: correlations were all significant among Creative writing and Instagram (r=0.872, p=0.000), Messenger (r=0.846, p=0.000) and Zoom (r=0.886, p=0.000), Expository writing and Google Classroom (r=0.584, p=0.011) and Twitter (r=0.428, p=0.015), Expressive writing and Google Classroom (r=0.243, p=0.026), Messenger (r=0.332, p=0.019), Twitter (r=0.294, p=0.022) and Youtube (r=0.298, p=0.022), Persuasive writing and Facebook (r=0.398, p=0.016), and Google Classroom (r=0.448, p=0.014), and Technical writing and Facebook (r=0.245, p=0026).

Keywords: Social Media Platforms, Influence, Senior High School Students

1. Main Text

Introduction

It is incredible how social media is transforming people lives. People can swiftly conduct research and gather data on the internet, navigate around websites without difficulty, and most people can locate anything on the Internet in seconds.

Social media has given the world a new way to communicate, and it is available to anybody at any time with the touch of a mouse. The researcher chose this title Social Media Platforms as Educational Tools towards developing the Writing Proficiency level of Senior High School Students in Pakil, Laguna because many students have become engrossed in using social media platforms in doing their school tasks.

Teachers can instruct while students study at their own pace and in ways that they enjoy. Students positive reactions to educator's participation on Facebook (Hewitt & Forte, 2006) and how student-faculty relationships were altered were studied by several authors (Mazer, Murphy & Simonds, 2007). As a result, students' exposure to English has been altered, while social media subscriptions, for example, will help them enhance their writing communication abilities.

Among the macro skills a learner develops in English, writing is one of the most challenging and time-consuming tasks. Making it plain and acceptable requires a lot of talent. It has never been easy, particularly for people learning a second language. Good writers are able to express and convey comprehensibly their ideas, thoughts, feelings and emotions. But some modern-day students do not possess high writing abilities. Some factors that may have caused this is their exposure to social media platforms.

Writing skills are the most difficult to master among all the skills needed to study the English language, with both teachers and students agreeing that teaching and learning writing is difficult (Chandran et al., 2019). Formal writing is a challenge for students in the modern generation.

Because it encourages individuality, social media is an excellent platform for students to express themselves. The connection of devices with social media is quite beneficial. These technological enactments can be utilized for information distribution, communication platforms, and instructional purposes (Hashim et al., 2018).

As a result, the researcher wanted to seek if social media can be used to help students improve their writing skills as one of the strategies for them to learn how to write well in English. It is important to see how much social media aids learners in improving their writing skills in the target language.

The aim of this study was to determine the influence of social media platforms as educational tools on the writing proficiency level of senior high school students from Pakil, Laguna. Also, to make the learners aware about the importance of writing whether in their personal or educational life.

Theoretical Framework

Language teachers frequently struggled to get their students to speak and communicate in English. Students are concerned that they may not be stating the appropriate thing or that their grammar may make them sound strange. Technology, primarily social media and the use of the internet, addressed the difficulties and worries that people have when it comes to communication. The sensation of being a welcome member of the social media world offers students the confidence to use English in their communication in the social media world, despite the fact that English is the language that is used globally in the world of social media.

This is where Desanctis and Poole's (1994) Adaptive Structuration Theory comes into play in terms of improving students' English communication by leveraging student's confidence in communicating via social media, as students today are increasingly engaging simultaneously in the use of various modern gadgets/technology. This theory supports the current study since teachers and students communicate mostly nowadays through social media when pandemic started. Teachers give instructions to learners about the activities to be performed whether via message or through online class.

Individuals learn through interactions and exchanges with others, according to Lev Vygotsky (1962), a Russian teacher and psychologist. He looked into how social settings influenced learning. He proposed that learning occurs as a result of interactions between students and their classmates, professors, and other professionals. Furthermore, Vygotsky contends that culture is the most important determinant of knowledge formation. They learn via this cultural lens through engaging with others and according to the culture's rules, skills, and abilities. Thus, social learning theories aid them in comprehending how people learn in social circumstances, and this is what social media can provide, a culture rich in social interaction in a computer-mediated world, which has become a technical world, particularly for learners. Considering that the new normal of education in the Philippines, where teachers and learners interact through social media platforms, teachers can establish a learning environment that encourages students to interact with one another through conversation, cooperation, and feedback with the developing culture of the country wherein social media is becoming a part.

The media richness theory (Lengel, 1983; Daft and Lengel, 1984) stated that a medium's richness is determined by its ability to process rich data. MRT speculates on the capacity of media to carry information. The extent to which the medium fits four characteristics, according to Daft and Lengel, increases this capacity: a generally accepted theory of media use proposes that communication efficiency will be improved by matching media to this students' job information demands. The authors argued that media differed in terms of 'richness,' or the ability to deliver instant feedback, message personalization, linguistic variety, and communicative and social cues. The researcher decided to anchor the current study to this theory because each social media platform has its own ability and capability in carrying out information. Teachers and learners must be aware of the appropriate social media platform that will match the learners needs.

Consequently, based on the presented theories, there are several reasons why a learner is being influenced by social media platforms on their formal writing. These theories have demonstrated that if a learner wants to be a leader of the language, he or she must learn the second language.

Statement of the Problem

This study aimed to determine the social media platforms as educational tools towards developing the writing proficiency level. Specifically, it sought to answer the following questions:

1. Which among of the following social media platforms are mostly used by senior high school students:
    1.1 Facebook;
    1.2 Google Classroom;
    1.3 Instagram;
    1.4 Messenger;
    1.5 Tiktok;
    1.6 Twitter; and
    1.7 Youtube?
2. What is the writing proficiency level of Senior High School students in Pakil, Laguna in terms of:
    2.1 Creative Writing;
    2.2 Expository Writing;
    2.3 Expressive Writing;
    2.4 Persuasive Writing; and
    2.5 Technical Writing?
3. Do the social media platforms significantly influence on the writing proficiency level of the senior high school students from Pakil, Laguna?

Research Methodology

The research was administered using the quantitative method of research by the use of questionnaires carefully developed to collect data about the mostly used social media platforms and the writing proficiency level of students. The respondents of the study were sixty (60) senior high school students from Pakil Senior High School and one hundred and sixty-two (162) senior high school students from Kabulusan Integrated National High School, a total of two hundred and twenty-two (222) student – respondents. This was based on the simple random sampling technique using Slovin's Formula.

The respondents in the study were determined using Simple Random Sampling Technique. It is a fundamental sampling strategy in which the researcher chose a set of participants (a sample) for a research from a larger group (a population). Everyone in the sample is picked totally by chance, and everyone in the population has an equal chance of being included. It is feasible to select any sample of a certain size from all potential samples.

The researcher used SLovin's Formula to determine the estimated target respondents on the total population of senior high school students from Pakil Senior High School and Kabulusan Integrated National High School. Using SLovin's formula, the researcher can sample the population with a certain level of accuracy.

Data were collected through the survey questionnaire and essay writing activity (Quantitative method). Data gathering was administered in Pakil District in Pakil, Laguna using printed forms of questionnaires or using the google form for convenience to gather the data since students were at home because of blended learning. English was the language used in preparing the questionnaires. The first part of the questionnaire which was the survey was adopted from the study conducted by Wil et.al. (2019).

Necessary letter and permits to conduct the study were first secured. A letter of approval addressed to the office of the Schools Division Superintendent (SDS), Public Schools District Supervisor (PSDS), two (2) secondary School Heads in Pakil District in Laguna for the permission of conducting the study. The conduct survey with the respondents was scheduled. Afterwards, analysis of the data results was done using quantitative method. The data collected were tallied, tabulated, analyzed and interpreted.

Results and Discussion

1. Social media platforms

Table 1. Social media platforms in terms of Facebook

STATEMENT	MEAN	SD	VERBAL INTERPRETATION
1.I write my status in social media using the English language.	2.56	1.01	Moderate
2.I reply to people's comments in social media using the English language.	2.46	1.04	High
3.I learn new vocabularies of English language by using social media.	2.72	0.98	Moderate

4.Social media helps me writes better in English.	2.68	1.01	Moderate
5. Social media helps me to increase my confidence level to write in English.	2.65	1.03	Moderate
6. Social media helps me to increase my participation in English writing activities.	2.60	1.02	Moderate
7. I believe that social media is the best platform to write better English.	2.58	1.02	Moderate
8. Social media provides advantages to my writing skill.	2.64	1.01	Moderate
9. Social media provides disadvantages to my writing skill.	2.45	1.06	High
10. Social media can assist my English in my daily life.	2.64	1.03	Moderate

Overall Mean = 2.60
Standard Deviation = 1.02
Verbal Interpretation = Moderate

Scale	Numerical range	Remarks	Verbal Interpretation
4	3.26 – 4.00	Strongly Agree	Low
3	2.51 – 3.25	Agree	Moderate
2	1.76 – 2.50	Strongly Disagree	High
1	1.00 – 1.75	Disagree	Very high

Table 1 illustrates the influence of Facebook on the students writing proficiency level.

The students agreed that they learn new vocabularies of English language by using social media (M=2.72, SD=0.98). they also agreed that social media helps them write better in English (M=2.68, SD=1.01). However, learners disagreed that social media provides disadvantages to their writing skill (M=2.45, SD=1.06).

Table 2. Social media platforms in terms of Google Classroom

STATEMENT	MEAN	SD	VERBAL INTERPRETATION
1.I write my status in social media using the English language.	2.53	1.02	Moderate
2.I reply to people's comments in social media using the English language.	2.49	1.03	High
3.I learn new vocabularies of English language by using social media.	2.65	1.02	Moderate
4.Social media helps me writes better in English.	2.66	1.03	Moderate
5. Social media helps me to increase my confidence level to write in English.	2.63	1.05	Moderate
6. Social media helps me to increase my participation in English writing activities.	2.57	1.01	Moderate
7. I believe that social media is the best platform to write better English.	2.57	1.03	Moderate
8. Social media provides advantages to my writing skill.	2.65	1.03	Moderate
9. Social media provides disadvantages to my writing skill.	2.42	1.06	High
10. Social media can assist my English in my daily life.	2.65	1.03	Moderate

Overall Mean = 2.58
Standard Deviation = 1.03
Verbal Interpretation = Moderate

Scale	Numerical range	Remarks	Verbal Interpretation
4	3.26 – 4.00	Strongly Agree	Low
3	2.51 – 3.25	Agree	Moderate
2	1.76 – 2.50	Strongly Disagree	High
1	1.00 – 1.75	Disagree	Very high

Table 2 shown on the next page presents Google Classroom as an educational tool used by senior high school students where they develop writing proficiency. The students agree that social media helps them write better in English (M=2.66, SD=1.03). The students agreed that they learn new vocabularies of English language by using social media (M=2.65, SD=1.02), social media provides advantages to their writing skill (M=2.65, SD=1.03), and social media can assist their English in daily life (M=2.65, SD=1.03). The students disagree that media provides disadvantages to their writing skill (M=2.42, SD=1.06).

Table 3. Social media platforms in terms of Instagram

STATEMENT	MEAN	SD	VERBAL INTERPRETATION
1.I write my status in social media using the English language.	2.63	1.05	Moderate
2.I reply to people's comments in social media using the English language.	2.58	1.04	Moderate

3.I learn new vocabularies of English language by using social media.	2.68	1.00	Moderate
4.Social media helps me writes better in English.	2.68	1.05	Moderate
5. Social media helps me to increase my confidence level to write in English.	2.66	1.02	Moderate
6. Social media helps me to increase my participation in English writing activities.	2.63	1.02	Moderate
7. I believe that social media is the best platform to write better English.	2.63	1.03	Moderate
8. Social media provides advantages to my writing skill.	2.67	1.01	Moderate
9. Social media provides disadvantages to my writing skill.	2.46	1.04	High
10. Social media can assist my English in my daily life.	2.67	1.04	Moderate

Overall Mean = 2.63
Standard Deviation = 1.03
Verbal Interpretation = Moderate

Scale	Numerical range	Remarks	Verbal Interpretation
4	3.26 – 4.00	Strongly Agree	Low
3	2.51 – 3.25	Agree	Moderate
2	1.76 – 2.50	Strongly Disagree	High
1	1.00 – 1.75	Disagree	Very high

Table 3 presents Instagram as an educational tool used by senior high school students where they develop writing proficiency. The student – respondents agreed that they learn new vocabularies of English language by using social media (M=2.68, SD=1.00) and that social media helps them write better in English (M=2.68, SD=1.05). They agreed as well that social media provides advantages to their writing skill (M=2.67, SD=1.01) and social media can assist their English in daily life (M=2.67, SD=1.04). However, learners disagreed that social media provides disadvantages to their writing skill (M=2.46, SD=1.04).

Table 4. Social media platforms in terms of Messenger

STATEMENT	MEAN	SD	VERBAL INTERPRETATION
1.I write my status in social media using the English language.	2.56	1.05	Moderate
2.I reply to people's comments in social media using the English language.	2.59	1.02	Moderate
3.I learn new vocabularies of English language by using social media.	2.69	1.02	Moderate
4.Social media helps me writes better in English.	2.72	1.03	Moderate
5. Social media helps me to increase my confidence level to write in English.	2.65	1.05	Moderate
6. Social media helps me to increase my participation in English writing activities.	2.64	1.02	Moderate
7. I believe that social media is the best platform to write better English.	2.60	1.05	Moderate
8. Social media provides advantages to my writing skill.	2.65	1.02	Moderate
9. Social media provides disadvantages to my writing skill.	2.49	1.05	High
10. Social media can assist my English in my daily life.	2.64	1.04	Moderate

Overall Mean = 2.62
Standard Deviation = 1.03
Verbal Interpretation = Moderate

Scale	Numerical range	Remarks	Verbal Interpretation
4	3.26 – 4.00	Strongly Agree	Low
3	2.51 – 3.25	Agree	Moderate
2	1.76 – 2.50	Strongly Disagree	High
1	1.00 – 1.75	Disagree	Very high

Table 4 presents Messenger as an educational tool used by senior high school students where they develop writing proficiency. Among the statements, the learners agreed on the following: social media helps them write better in English (M=2.72, SD=1.03); and they learn new vocabularies of English language by using social media (M=2.69, SD=1.02). On the other hand, they disagreed that social media provides disadvantages to their writing skill (M=2.49, SD=1.05).

Table 5. Social media platforms in terms of Tiktok

STATEMENT	MEAN	SD	VERBAL INTERPRETATION
1.I write my status in social media using the English language.	2.52	1.04	Moderate
2.I reply to people's comments in social media using the English language.	2.49	1.05	Very High
3.I learn new vocabularies of English language by using social media.	2.62	1.00	Moderate
4.Social media helps me writes better in English.	2.64	1.04	Moderate
5. Social media helps me to increase my confidence level to write in English.	2.57	1.04	Moderate
6. Social media helps me to increase my participation in English writing activities.	2.60	1.01	Moderate
7. I believe that social media is the best platform to write better English.	2.56	1.02	Moderate
8. Social media provides advantages to my writing skill.	2.61	1.03	Moderate
9. Social media provides disadvantages to my writing skill.	2.44	1.03	Very High
10. Social media can assist my English in my daily life.	2.62	1.03	Moderate

Overall Mean = 2.57
Standard Deviation = 1.03
Verbal Interpretation = High

Scale	Numerical range	Remarks	Verbal Interpretation
4	3.26 – 4.00	Strongly Agree	Low
3	2.51 – 3.25	Agree	Moderate
2	1.76 – 2.50	Strongly Disagree	High
1	1.00 – 1.75	Disagree	Very high

Table 5 presents TikTok as an educational tool used by senior high school students where they develop writing proficiency. The students agreed on the following: that social media helps them write better in English (M=2.64, SD=1.04); they learn new vocabularies of English language by using social media (M=2.62, SD=1.00); and social media can assist their English in daily life (M=2.62, SD=1.03). On the other hand, students disagreed that social media provides disadvantages to their writing skill (M=2.44, SD=1.03).

Table 6. Social Media Platforms in terms of Twitter

STATEMENT	MEAN	SD	VERBAL INTERPRETATION
1.I write my status in social media using the English language.	2.55	1.05	Moderate
2.I reply to people's comments in social media using the English language.	2.51	1.05	Moderate
3.I learn new vocabularies of English language by using social media.	2.66	1.01	Moderate
4.Social media helps me writes better in English.	2.67	1.04	Moderate
5. Social media helps me to increase my confidence level to write in English.	2.62	1.05	Moderate
6. Social media helps me to increase my participation in English writing activities.	2.62	1.02	Moderate
7. I believe that social media is the best platform to write better English.	2.63	1.03	Moderate
8. Social media provides advantages to my writing skill.	2.67	1.01	Moderate
9. Social media provides disadvantages to my writing skill.	2.44	1.06	High
10. Social media can assist my English in my daily life.	2.64	1.04	Moderate

Overall Mean = 2.60
Standard Deviation = 1.04
Verbal Interpretation = Moderate

Scale	Numerical range	Remarks	Verbal Interpretation
4	3.26 – 4.00	Strongly Agree	Low
3	2.51 – 3.25	Agree	Moderate
2	1.76 – 2.50	Strongly Disagree	High
1	1.00 – 1.75	Disagree	Very high

Table 6 on the next page presents Twitter as an educational tool used by senior high school students where they develop writing proficiency. The learners agreed on the following: social media helps them write better in English (M=2.67, SD=1.04);

social media provides advantages to their writing skill (M=2.67, SD=1.01); they learn new vocabularies of English language by using social media (M=2.66, SD=1.01). On the other hand, students disagreed that social media provides disadvantages to their writing skill (M=2.44, SD=1.06).

Table 7. Social media platforms in terms of Youtube

STATEMENT	MEAN	SD	VERBAL INTERPRETATION
1.I write my status in social media using the English language.	2.56	1.07	Moderate
2.I reply to people's comments in social media using the English language.	2.57	1.09	Moderate
3.I learn new vocabularies of English language by using social media.	2.72	1.03	Moderate
4.Social media helps me writes better in English.	2.73	1.03	Moderate
5. Social media helps me to increase my confidence level to write in English.	2.68	1.03	Moderate
6. Social media helps me to increase my participation in English writing activities.	2.68	1.03	Moderate
7. I believe that social media is the best platform to write better English.	2.64	1.02	Moderate
8. Social media provides advantages to my writing skill.	2.70	1.02	Moderate
9. Social media provides disadvantages to my writing skill.	2.48	1.10	High
10. Social media can assist my English in my daily life.	2.68	1.05	Moderate

Overall Mean = 2.64
Standard Deviation = 1.05
Verbal Interpretation = Moderate

Scale	Numerical range	Remarks	Verbal Interpretation
4	3.26 – 4.00	Strongly Agree	Low
3	2.51 – 3.25	Agree	Moderate
2	1.76 – 2.50	Strongly Disagree	High
1	1.00 – 1.75	Disagree	Very high

Table 7 presents YouTube as an educational tool used by senior high school students where they develop writing proficiency. The learners agreed on the following: social media helps them write better in English (M=2.73, SD=1.03); and they learn new vocabularies of English language by using social media (M=2.72, SD=1.03). However, learners disagreed that social media provides disadvantages to their writing skill (M=2.48, SD=1.10). It was also found out that learners agreed that they mostly used Youtube as a platform for educational purposes in developing their writing proficiency in English as shown in statement number 6 that social media helps them to increase their participation level in English writing activities (M=2.68, SD=1.03).

2. Writing proficiency level

Table 8. Writing proficiency level in terms of Creative Writing

SCORE	FREQUENCY	PERCENTAGE	VERBAL INTERPRETATION
4.20-5.00	55	24.77	Excellent
3.40-4.19	43	19.37	Very Good
2.60-3.39	53	23.87	Average
1.80-2.59	49	22.07	Needs Improvement
1.00-1.79	22	9.91	Unacceptable

Overall Mean = 3.27
Standard Deviation = 1.32
Verbal Interpretation = Average

Score	Verbal Interpretation
5	Excellent
4	Very Good
3	Average
2	Needs Improvement
1	Unacceptable

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Table 8 presents the level of writing proficiency of the Senior High School students in Pakil, Laguna in terms of Creative Writing. Majority of the respondents, which is 24.77% of the population with fifty-five (55) respondents were characterized as excellent. Consecutively, 23.87% of the population or about fifty-three (53) respondents have an average proficiency. On the other hand, only twenty-two (22) out of two hundred twenty-two (222) respondents performed unacceptably.

Table 9. Writing proficiency level in terms of Expository Writing

SCORE	FREQUENCY	PERCENTAGE	VERBAL INTERPRETATION
4.20-5.00	60	27.03	Excellent
3.40-4.19	36	16.22	Very Good
2.60-3.39	63	28.38	Average
1.80-2.59	39	17.57	Needs Improvement
1.00-1.79	24	10.81	Unacceptable

Overall Mean = 3.31
Standard Deviation = 1.33
Verbal Interpretation = Average

Score	Verbal Interpretation
5	Excellent
4	Very Good
3	Average
2	Needs Improvement
1	Unacceptable

Table 9 depicts the level of writing proficiency of the Senior High School students in Pakil, Laguna in terms of Expository Writing. Sixty-three (63) out of two hundred twenty-two (222) respondents gained scores within the average. About sixty (60) or 27.03% of the population had performed excellently. Contrastingly, twenty-four (24) or around 10.81% of the total population had been remarked as unacceptable.

Table 10. Writing proficiency level in terms of Expressive Writing

SCORE	FREQUENCY	PERCENTAGE	VERBAL INTERPRETATION
4.20-5.00	36	16.22	Excellent
3.40-4.19	70	31.53	Very Good
2.60-3.39	69	31.08	Average
1.80-2.59	40	18.02	Needs Improvement
1.00-1.79	7	3.15	Unacceptable

Overall Mean = 3.40
Standard Deviation = 1.06
Verbal Interpretation = Very Good

Score	Verbal Interpretation
5	Excellent
4	Very Good
3	Average
2	Needs Improvement
1	Unacceptable

Table 10 reveals the level of writing proficiency of the Senior High School students in Pakil, Laguna in terms of Expressive Writing. Out of two hundred twenty-two (222), seventy (70) respondents scored between 3.40-4.19 and were remarked as Very Good. Sixty-nine (69) or 31.08% of the population were graded as Average. On the other hand, seven (7) respondents or 3.15% of the population performed unacceptably.

Table 11. Writing proficiency level in terms of Persuasive Writing

SCORE	FREQUENCY	PERCENTAGE	VERBAL INTERPRETATION
4.20-5.00	35	15.77	Excellent
3.40-4.19	42	18.92	Very Good
2.60-3.39	46	20.72	Average

| 1.80-2.59 | 54 | 24.32 | Needs Improvement |
| 1.00-1.79 | 45 | 20.27 | Unacceptable |

Overall Mean = 2.86
Standard Deviation = 1.36
Verbal Interpretation = Average

Score	Verbal Interpretation
5	Excellent
4	Very Good
3	Average
2	Needs Improvement
1	Unacceptable

Table 11 expresses the level of writing proficiency of the Senior High School students in Pakil, Laguna in terms of Persuasive Writing. Out of two hundred twenty-two (222), fifty-four (54) respondents scored between 1.80-2.59 and were remarked as needing of improvement. Forty-six (46) or 20.72% of the population were graded as Average. On the other hand, thirty-five (35) respondents or 15.77% of the population performed excellently.

Table 12. Writing proficiency level in terms of Technical Writing

Table 12 shows the level of writing proficiency of the Senior High School students in Pakil, Laguna in terms of Technical Writing. Sixty-four (64) or 28.83% of the population needs improvement with regards to writing technically. Fifty-six (56) were Average which is about 25.23% of the population. While out of the two hundred twenty-two (222) respondents, only twenty-five (25) has performed excellently.

3. Social media platforms and its influence on the writing proficiency level

Table 13. Social Media Platforms and its Influence on the writing Proficiency Level of Students in terms of Creative Writing

Social Media Platforms	r-value	Degree	p-value	Analysis
Facebook	0.075	Very weak	0.264	Not significant
Google Classroom	0.221	Weak	0.090	Not significant
Instagram	0.872	Very strong	0.000	Significant
Messenger	0.846	Very strong	0.000	Significant
Tiktok	0.078	Very weak	0.254	Not significant
Twitter	0.221	Weak	0.090	Not significant
Youtube	0.221	Weak	0.090	Not significant

Legend:
Range	Verbal Interpretation
0.80-1.00	Very Strong
0.60-0.79	Strong
0.40-0.59	Moderate
0.20-0.39	Weak
0.00-0.19	Very Weak

It was noted that there is very strong but positive correlation between Creative writing and Instagram (r=0.872, p=0.000), Messenger (r=0.846, p=0.000) and Zoom (r=0.886, p=0.000). The correlations are all Significant. However, it was found out that Facebook, Google Classroom, Tiktok, Twitter, and Youtube are not significantly correlated with Creative writing. El-Badawy and Hashem (2015) pointed out in their study that there was no connection between social media use and academic performance, as evidenced by their respondents' overall grade average.

Table 14. Social Media Platforms and its Influence on the Writing Proficiency Level of Students in terms of Expository Writing

Social Media Platforms	r-value	Degree	p-value	Analysis
Facebook	0.803	Very strong	0.008	Significant
Google Classroom	0.584	Moderate	0.011	Significant
Instagram	0.648	Strong	0.010	Significant
Messenger	0.803	Very strong	0.008	Significant
Tiktok	0.025	Very weak	0.257	Not significant

Twitter	0.428	Moderate	0.015	Significant
Youtube	0.104	Very weak	0.062	Not significant

Legend:

Range	*Verbal Interpretation*
0.80-1.00	*Very Strong*
0.60-0.79	*Strong*
0.40-0.59	*Moderate*
0.20-0.39	*Weak*
0.00-0.19	*Very Weak*

It was displayed that there is moderate but positive correlation between Expository writing and Google Classroom (r=0.584, p=0.011) and Twitter (r=0.428, p=0.015). The correlations are all Significant. On the other hand, there is very strong but positive correlation between Expository writing and Facebook (r=0.803, p=0.008) and Messenger (r=0.803, p=0.008). the correlations are Significant. However, it was found out that Tiktok and Youtube are not significantly correlated with Expository writing. Nichita et.al. (2021) noted that the use of Tiktok had drawbacks and has limited educational standpoint. While Ilmu (2016) suggested that the usage of photographs was preferable than youtube videos in teaching writing.

Table 15. Social Media Platforms and its Influence on the Writing Proficiency Level of Students in terms of Expressive Writing

Social Media Platforms	r-value	Degree	p-value	Analysis
Facebook	0.458	Moderate	0.014	Significant
Google Classroom	0.243	Weak	0.026	Significant
Instagram	0.048	Very weak	0.134	Not significant
Messenger	0.332	Weak	0.019	Significant
Tiktok	0.096	Very weak	0.067	Not significant
Twitter	0.294	Weak	0.022	Significant
Youtube	0.298	Weak	0.022	Significant

Legend:

Range	*Verbal Interpretation*
0.80-1.00	*Very Strong*
0.60-0.79	*Strong*
0.40-0.59	*Moderate*
0.20-0.39	*Weak*
0.00-0.19	*Very Weak*

In this table, it was presented that there is weak but positive relationship between Expressive writing and Google Classroom (r=0.243, p=0.026), Messenger (r=0.332, p=0.019), Twitter (r=0.294, p=0.022) and Youtube (r=0.298, p=0.022). The correlations are all Significant. On the other hand, there is moderate but positive correlation between Expressive writing and Facebook (r=0.458, p=0.014), the correlation is Significant. However, it was resulted that Instagram, and Tiktok are not significantly correlated with Expressive writing.

Table 16. Social Media Platforms and its Influence on the Writing Proficiency Level of Students in terms of Persuasive Writing

Social Media Platforms	r-value	Degree	p-value	Analysis
Facebook	0.398	Weak	0.016	Significant
Google Classroom	0.448	Weak	0.014	Significant
Instagram	0.088	Very weak	0.073	Not significant
Messenger	0.566	Moderate	0.011	Significant
Tiktok	0.096	Very weak	0.067	Not significant
Twitter	0.112	Very weak	0.057	Not significant
Youtube	0.579	Moderate	0.011	Significant

Legend:

Range	*Verbal Interpretation*
0.80-1.00	*Very Strong*
0.60-0.79	*Strong*
0.40-0.59	*Moderate*

0.20-0.39   Weak
0.00-0.19   Very Weak

It was presented in table 20 that there is weak but positive correlation between Persuasive writing and Facebook (r=0.398, p=0.016), and Google Classroom (r=0.448, p=0.014), the correlations are Significant. On the other hand, there is moderate but positive correlation between Persuasive writing and Google Meet (r=0.548, p=0.012), Messenger (r=0.566, p=0.011), and Youtube (r= 0.579, p=0.011). The correlations are Significant. But it was discovered that Instagram, Tiktok and Twitter are not significantly correlated with Persuasive writing.

Table 17. Social Media Platforms and its Influence on the Writing Proficiency Level of Students in terms of Technical Writing

Social Media Platforms	r-value	Degree	p-value	Analysis
Facebook	0.245	Weak	0.026	Significant
Google Classroom	0.486	Moderate	0.013	Significant
Instagram	0.479	Moderate	0.013	Significant
Messenger	0.058	Very weak	0.111	Not significant
Tiktok	0.647	Strong	0.010	Significant
Twitter	0.026	Very weak	0.250	Not significant
Youtube	0.846	Very strong	0.008	Significant

Legend:

Range	*Verbal Interpretation*
0.80-1.00	*Very Strong*
0.60-0.79	*Strong*
0.40-0.59	*Moderate*
0.20-0.39	*Weak*
0.00-0.19	*Very Weak*

It was presented in table 21 that there is weak but positive correlation between Technical writing and Facebook (r=0.245, p=0026), the correlation is Significant. Moreover, there is moderate but positive correlation Technical writing and Google Classroom (r=0.486, p=0.013) and Instagram (r=0.479, p=0.013), the correlations are Significant. On the other hand, there is strong but positive correlation between Technical writing and Tiktok (r=0.647, p=0.010), correlations are Significant. Furthermore, there is very strong but positive correlation between Technical writing and Youtube (r=0.846, p=0.008) and the correlation is Significant. However, it resulted that Messenger and Twitter are not significantly correlated with Technical writing.

Summary of Findings

Different salient points were found after the conduct of the research. Therefore, based on the different findings of the study, findings are hereby enumerated based on the statement of the problem:

1. In terms of students' usage of social media platforms, Youtube has the most numbers of users with the highest mean of 2.68 or standard deviation of 1.05 and was High among learners. Meanwhile, Google Classroom has the least number of students – users with the lowest mean of 2.57 or standard deviation of 1.03 and was High among learners.
2. Expressive writing has a mean of 3.40 and a remark of Very Good. Meanwhile, Creative writing has a mean of 3.27, Expository writing has a mean of 3.31, Persuasive writing has a mean of 2.86 and Technical writing with a mean of 2.61, all having a remark of Average.
3. From the analyzed data, with the significance level of 0.05, the null hypothesis was rejected. Therefore, there was a significant influence of the social media platforms on the writing proficiency level in English of the senior high school students in Pakil, Laguna.

Conclusion

Based on the different findings of the study, the following conclusions are hereby concluded based on the statement of the problem:

Youtube was the mostly used social media platform and therefore had significant influence on the writing proficiency level of students. Social media platforms had significant influence depending on the writing proficiency level of students.

Therefore, the null hypothesis "Social media platforms have no significant influence on the writing proficiency level of senior high school students in Pakil, Laguna" is partly rejected.

Recommendations

From the said conclusions, the following recommendations were presented:

1. Since variety of learners are now subscribed to different social media platforms and can affect the learnings of the students, especially in their language skills, teachers may utilize innovative ways to engage and teach learners as well as improve and strengthen their accomplishment.
2. Educators who want to use social media to boost student learning in their writing activities should be prepared and well equipped to support students and participate actively in the cooperative learning community.
3. Educators and parents as well should recognize potential distractions and over utilization of social media platforms that may become hindrance in the learning process like privacy issues, cyber-plagiarism cyber bullying, etc.
4. If parents/guardians of students are unable to provide their children with this exposure that will aid in their learning and academic achievement, school administrators must provide opportunities for students to be exposed to various social media. The variety of students' subscriptions to various social media has a connection on writing skills.
5. If parents/guardians of students cannot provide their children with this exposure that will aid in their learning and academic achievement, school administrators must provide opportunities for students to be exposed to various social media. The variety of students' subscriptions to various social media connects writing skills.
6. Aside from the seven (7) social media platforms studied, teachers can still provide other educational platforms that can be utilized in the teaching-learning process.
7. School administrators need to provide the chances for students to use and be exposed in different social media platforms having the opportunity to use gadgets being provided by the Department of Education if parents/families of students cannot provide their children this exposure that will be a helpful way in the students' learning and academic achievement since social media platforms significantly influence their writing skills.

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