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Research Article

Impact of Social Networking Sites on Enhancing English Literacy and Speaking Skills among Selected Students

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ABSTRACT

The advance of technology has provided a third virtual space where people from various regions and linguistic backgrounds can interact with each other regarding social network sites and applications. Therefore, this study aimed to investigate the impact of social media on enhancing English literacy and speaking skills of the Bachelor of Secondary Education Major in English students of President Ramon Magsaysay State University - Santa Cruz Campus.

A quantitative research design was employed to answer the research questions. The respondents are female young adults in their second year of study. The findings reveal that the respondents used Facebook, Instagram, TikTok, and Telegram for more than three hours daily, they have strong internet connection for accessing educational content, entertainment, news, and blogs, and strongly agreed that their vocabulary skills in English literacy and speaking were strong, while they agreed on grammar and comprehension skills. There is a significant difference in English literacy and speaking skills regarding grammar when grouped by age and year level. Additionally, there is a substantial difference in vocabulary skills when grouped by year level. There is no significant relationship between social media use and the respondents' English literacy and speaking skills.

The conclusion of the study has led to the recommendation that the students should be reminded that constant engagement with social media due to their positive attitude may hinder their studies which may lead to poor performance in school meanwhile teachers may incorporate in their classes the use of social media such as giving of assignments and other instructions related to their courses so that their students may not only engage in social media for chatting but also for educational purposes. They should encourage their students

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to use the English language on Facebook to improve their English language competency.

Keywords: *Impact, Social Media, Application, English, Literacy, Speaking, Students*

Introduction

English is our window to the world, and its paramount importance as a means of communication with the international world necessitates using modern and innovative teaching Materials and techniques to face the challenges and difficulties students encounter and overcome the dissatisfactory low levels of English language proficiency as an academic language (Barri, 2017; Dajani, 2014; Ramahi, 2015; Bianchi & Abdel Razeq, 2016).

Improving educational outcomes will require efforts on many fronts. Educators have been developing and evaluating easy-to-use learning techniques and tools that could help students achieve their goals, meet their individual needs (Pim, 2013; Wilson, 2015), and empower them with lifelong learning. To meet the needs of 21st-century skills, there is a demand to promote students' skills and participation, enrich their love of learning, empower students with lifelong learning, and enable individuals to realize their full potential.

The rapid evolution of technology facilitates the birth of fast-growing social media tools that are increasingly being used by students in social and academic settings. In academia, social networking sites are deemed valuable in language learning as their community-centered design supports the dissemination of authentic language and encourages meaningful interactions beyond the classrooms. As students are ready for technological changes in learning Akhiar, Mydin, & Kasuma, (2017), it is time that higher education institutions harness their potential to better serve the students' creative needs.

At present, Facebook, Twitter, and Instagram are popular forms of SNS with a high rate of university students' demography (Gettman & Cortijo, 2015); hence could be employed as mobile learning tools to positively impact in language learning. Technology is currently being used to make teaching and learning more

engaging and stimulating. We see more and more websites and applications such as Facebook, YouTube, Twitter, and email becoming part of the teaching and learning process. Probably the most widely used social networking site in the world, social media enables people to share and get in touch with others who make up their network (Ansari and Khan 2020). They also serve to facilitate online communication, interrelation, and cooperation. A large number of students rely on social media as a means to get in touch with friends. Valenzuela, Park, and Kee (2015) found that freshmen mainly used social media for about an hour daily to socialize with friends.

This shows what potential social media application has as a method for online learning. The Philippines ranked fourth in countries with the most social media application users (Digital, 2023), the social networking site is now an essential aspect of daily life. However, recent heatwaves, which have surpassed 42°C in various regions, have disrupted learning by prompting school closures, highlighting the urgent need for adaptive learning strategies, saying social media is highly likely advantageous to students should it be capitalized on as part of the learning process (Save the Children, 2024).

Methods

This research used a quantitative descriptive design. Descriptive study design is a scientific method that requires monitoring and describing a subject's behavior without altering it (Shuttleworth, 2019). The major purpose of this design is to "describe" individuals, circumstances, issues, behaviors, or occurrences in nature (Siedlecki, 2020). Moreover, Gravetter and Forzano (2018) stated that the survey is descriptive research. Survey research used to describe a certain group of individuals. This research uses a survey as a research design because the purpose of this research is to describe and understand how social media impacts

English literacy and speaking skills among English students majoring in secondary education.

The study was conducted in President Ramon Magsaysay State University-Santa Cruz Campus. This institution is an active performing institution in the Division of Zambales. The school is located at Barangay Naulo, Santa Cruz, Zambales. There were one hundred thirty-five (135) respondents classified as English major students consisting of thirty-five (35) first-year students, forty-seven (47) second-year students, twenty-five (25) third-year students, and twenty-eight (28) fourth-year students of President Ramon Magsaysay State University - Santa Cruz, Campus. Table 1 shows the distribution of respondents.

The researchers used a structured survey questionnaire to collect information from the students as their respondents. The researchers conceptualized and constructed the instrument, guided by related literature and studies that were closely similar to the study at hand. The instrument was validated by the panel members and approved before the questionnaire was administered to the respondents.

The survey questionnaire was composed of two (2) parts. The first part of the survey checklist focused on the respondents' profile, including their name, age, sex, and year level. The second part measured English literacy and speak-

ing skills regarding the type of sites or applications used, duration of usage, strength of internet connection, and types of content frequently encountered.

After collecting survey questionnaires from Bachelor of Secondary Education 26 Major in English students at President Ramon Magsaysay State University, Santa Cruz Campus, we began the data analysis. First, we conducted data cleaning to ensure the completeness and accuracy of responses. Next, we assigned numerical codes and categorized open-ended responses by themes. We then applied descriptive statistics, including percentages, Likert scale analysis, weighted mean, Pearson r, and ANOVA. The researchers analyzed trends, correlations, and unexpected results in the interpretation and discussion phase.

Finally, the researchers conducted validity and reliability checks to ensure the survey's accuracy. These steps provided insights into the impact of social media on English literacy and speaking skills among the students.

Results and Discussion

Frequency and Percentage Distribution on the Profile of the Respondents.

Table 1 shows the frequency and percentage distribution on the profile of the respondents.

Table 1 Frequency and Percentage Distribution on the Profile of the Respondents

Profile		Frequency	Percentage
Age Mean Age: 20.98 or 21 years old	18-20 years	73	54.1
	21-23 years	38	28.1
	24-26 years	19	14.1
	27 years and above	5	3.7
	Total	135	100.0
Sex	Female	110	81.5
	Male	25	18.5
	Total	135	100.0
Year Level	First Year	35	25.9
	Second Year	48	35.6
	Third Year	25	18.5
	Fourth Year	27	20.0
	Total	135	100.0

Table 1 shows the frequency and percentage distribution on the profile of the respondents whereas; Age. Out of 135 respondents, 73 or 54.1% belong to the age group of 18 to 20 years old, followed by the age group of 21 to 23 years old with 38 or 28.1%, 19 or 14.1% for 24 to 26 years old, and 5 or 3.7% for the age of 27 and above. This indicates that most of the respondent's age belongs to 18 to 20 years old which is categorized as young adults; Sex. Out of 135 respondents, 110, or 81.5% are female and 25, or 18.5% are male respondents. The table revealed that the majority of the respondents are female; and Year Level. Out of 135 respondents, 48, or 35.6% are from the second year, 35, or 25.9% from the first year, 27, or 20.0% for the fourth year, and 25, or 18.5% are

from the third year. The table shows the dominance of the second-year level in this study.

Social media, the fast-triggering means of virtual communication, and internet-based technologies changed the life patterns of young youth. The use of social media and mobile devices presents both advantages as well as challenges, mostly its benefits seen in terms of accessing course contents, video clips, transfer of instructional notes, etc. Overall students feel that social media and mobile devices are cheap and convenient tools for obtaining relevant information. Studies in western countries have confronted that online social media use for collaborative learning has a significant contribution to students' academic performance and satisfaction (Zhu, 2019).

Type of Sites or Applications Used and the Duration of Usage Social Media of the Respondents

Table 2 Frequency and Percentage distribution on the Type of Sites or Applications Used by the Respondents

Type of Sites or Applications Used	Frequency	Percentage
Facebook	17	12.6
YouTube	1	0.7
TikTok	3	2.2
Facebook & Instagram	8	5.9
Facebook & X (former Twitter)	14	10.4
Facebook & YouTube	14	10.4
Facebook & TikTok	14	10.4
Instagram & TikTok	2	1.5
X (former Twitter) & TikTok	1	0.7
Facebook & Instagram	1	0.7
Facebook & Instagram	2	1.5
Facebook, Instagram, TikTok & Telegram	20	14.8
Facebook, Instagram, YouTube, & TikTok	2	1.5
Facebook, X (former Twitter), YouTube, & TikTok	1	0.7
Facebook, Instagram, X (former Twitter), YouTube, & TikTok	8	5.9
Facebook, Instagram, YouTube, TikTok & Telegram	10	7.4
Facebook, X (former Twitter), YouTube, TikTok & Telegram	1	0.7
Facebook, Instagram, X (former Twitter), YouTube, TikTok & Telegram	16	11.9
Total	135	100.0

Table 3 shows the frequency and percentage distribution of the type of sites or applications used by the respondents.

For only platform: 17 or 12.6% for Facebook only, 1 or 0.7% for YouTube only, 3 or 2.2% for TikTok only. While for Facebook with one other platform: TikTok: 8 or 5.9% for

Facebook & Instagram; 14 or 10.4% Facebook & X (formerly Twitter); Facebook & YouTube with 14 or 10.4%; and Facebook & TikTok 14 or 10.4%. For other Combinations of Two Platforms: Instagram & TikTok with 2 respondents or 1.5%; X (formerly Twitter) & TikTok with 1 respondent or 0.7%. For the

combinations involving three platforms: Facebook, Instagram, TikTok & Telegram with 20 respondents or 14.8%; Facebook, Instagram, YouTube, & TikTok with 2 respondents or 1.5%; and Facebook, X (formerly Twitter), YouTube, & TikTok with 1 respondent or 0.7%. For the combinations involving four platforms: Facebook, Instagram, X (formerly Twitter), YouTube, & TikTok with 8 respondents or 5.9%; Facebook, Instagram, YouTube, TikTok & Telegram with 10 respondents or 7.4%; and Facebook, X (formerly Twitter), YouTube, TikTok & Telegram with 1 respondent or 0.7%. And, for the combination of all six platforms: Facebook, Instagram, X (formerly Twitter), YouTube, TikTok & Telegram with a total of 16 respondents or 11.9%.

The data shows that combinations involving multiple platforms, especially Facebook, are more common. The most frequent combination involves Facebook, Instagram, TikTok, and Telegram, used by 14.8% of the respondents. Overall, Facebook is the most commonly used platform, either alone or in combination with other platforms.

Many kinds of research confronted on the applicability of social media and mobile devices in higher education for interaction with colleagues 90% of faculty members use some social media in courses they were usually teaching or for professional purposes out of the campus life. Facebook and YouTube are the most visited sites for professional outcomes, around 2/3rd of the whole faculty use some medium for a class session, and 30% rested content for students' engagement in reading, and viewing materials (Moran, Seaman, & Tinti-Kane, 2015). The use of social media and mobile devices in higher education is a relatively new phenomenon, a completely hitherto area of research. Research on the students of the faculty of Economics at the University of Mortar, Bosnia, and Herzegovina reported that social media is already used for the sharing materials and exchanges of information and students are ready for active use of social networking sites (slide share, etc.) for educational purposes mainly e-learning and communication Ansari & Khan (2020).

Table 3. Frequency and Percentage distribution on the Duration of Usage of the Respondents

Duration of Usage	Frequency	Percentage
Less than 1 hour per day	7	5.2
1-2 hours per day	24	17.8
3-4 hours per day	52	38.5
5 hours and above per day	52	38.5
Total	135	100.0
Average Duration: 3.59 hours		

Table 3 shows the frequency and percentage distribution of the duration of usage of the respondents.

Out of 135 respondents, both got 52, or 38.5% consumed 3 to 4 hours & 5 hours and above, 24, or 17.8% for 1 to 2 hours, and 7, or 5.2% for less than 1 hour per day. The computed average duration of usage of the respondents is 3.59 hours, which indicates that most of the respondents consumed more than 3 hours on social media.

Social media platform in academic institutions allows students to interact with their

mentors access their course contents, customization and build student communities 90% school school-going students currently utilize the internet consistently, with more than 75% of teenagers using online networking sites for e-learning. The result of the focus group interview of the students in 3 different universities in the United States confirmed that the use of social media created opportunities for the learners for collaborative learning, creating and engaging the students in various extracurricular activities Ansari & Khan (2020).

Impact of Social Media on the Respondents

Table 4 Frequency and Percentage Distribution on the Strength of Internet Connection of the Respondents

Strength of Internet Connection	Frequency	Percentage
Strong	49	36.3
Moderate	75	55.6
Weak	11	8.1
Total	135	100.0

Table 4 shows the frequency and percentage distribution of the duration of usage of the respondents. Out of 135 respondents, 75 or 55.6% answered that they had a moderate internet connection, 49 or 36.3% have a strong connection, and 11, or 8.1% for a weak connection. The table demonstrated that most of the respondents have a strong internet connection. Social networking sites and social media are closely similar, which provide a platform where students can interact, communicate, and share emotional intelligence and look for people with other attitudes (Gikas & Grant, 2014).

Facebook and YouTube channel use also increased skills/abilities knowledge and outcomes (Daniel, Isaac, & Janet, 2017). It was highlighted that 90% of faculty members were using some sort of social media in their courses/teaching. Facebook was the most visited social media site as per the study, 40% of faculty members requested students to read and view content posted on social media; the majority reported that videos, wiki, etc. the primary sources of acquiring knowledge, social networking sites valuable tool/source of collaborative learning Ansari & Khan (2020).

Table 5 Frequency and Percentage Distribution of the Types of Content Frequently Encountered by the Respondents

Types of Content Frequently Encountered	Frequency	Percentage
Educational Content	10	7.4
Entertainment	23	17.0
News	3	2.2
Educational Content & Entertainment	28	20.7
Educational Content & News	3	2.2
Educational Content & Blogs	1	.7
Entertainment & News	5	3.7
Entertainment & Blogs	1	.7
Educational Content, Entertainment & News	25	18.5
Entertainment, News & Blogs	4	3.0
Educational Content, News & Blogs	1	.7
Educational Content, Entertainment, News & Blogs	31	23.0
Total	135	100.0

Table 5 shows the frequency and percentage distribution of the types of content frequently encountered by the respondents.

For the Single Type of Content: Educational Content with 10 respondents or 7.4%; Entertainment with 23 respondents or 17.0%; and News with 3 respondents or 2.2%. For the two types of content: Educational Content & Enter-

tainment with 28 respondents or 20.7%; Educational Content & News with 3 respondents or 2.2%; Educational Content & Blogs with 1 respondent or 0.7%; Entertainment & News with 5 respondents or 3.7%; and Entertainment & Blogs with 1 respondent or 0.7%. For the three types of content: Educational Content, Entertainment & News with 25 respondents or

18.5%; Entertainment, News & Blogs with 4 respondents or 3.0%; and Educational Content, News & Blogs with 1 respondent or 0.7%. And for all four types of content, Educational Content, Entertainment, News & Blogs got 31 respondents or 23.0%. Entertainment content is the most frequently encountered type, whether alone or in combination with other types. Educational content and entertainment are the most common pair and the combination of educational content, entertainment, news, and blogs is the most frequently encountered by the respondents.

Student engagement in extra curriculum activities promotes academic achievement, increases grade rate, triggering student performance and positive expectations about academic abilities Munir, S., & Zaheer, M. (2021). They are using online social networking sites related to student engagement, which serve as a motivator for academic performance (Fan &

Williams, 2019). Moreover, it was noted in a survey of over 236 Malaysian students that weak association found between the online game and student's academic performance (Eow, Ali, Mahmud, & Baki, 2019). In a survey of 671 students in Jordan, it was revealed that student's engagement directly influences academic performance, also seen the indirect effect of parental involvement over academic performance (Al-Alwan. 2014). Engaged students are perceptive and highly active in classroom activities, ready to participate in different classroom extra activities and expose motivation to learn, which finally leads to academic achievement (Reyes, Brackett, Rivers, White, & Salovey, 2015). A mediated role of student engagement seen in 1399 students' classroom emotional climate and grades (Reyes et al., 2015). A statistically significant relation was noticed between online lectures and exam performance.

English Literacy and Speaking Skills of the Respondent

Table 6 Mean, Descriptive Equivalent & Rank on the English Literacy and Speaking Skills of the Respondents in terms of Grammar

GRAMMAR	Mean	Descriptive Equivalent	Rank
I construct grammatically correct sentences in English.	3.19	Agree	6
I am sometimes free from grammatical errors when writing and speaking in English.	3.15	Agree	8
I am comfortable with my grammar skills.	3.10	Agree	10
I have enough confidence to use correct grammar in both written and spoken English.	3.15	Agree	8
I have grammar skills that good enough to communicate in the English language.	3.15	Agree	8
I sometimes apply grammar rules accurately in my English communication.	3.23	Agree	5
I seek out opportunities to enhance my grammar skills in English, like reading books.	3.39	Strongly Agree	3
I pay attention to grammar details and always look/search online for accuracy in my English writing and speaking.	3.43	Strongly Agree	1
I review grammar concepts to uphold proficiency in English.	3.40	Strongly Agree	2
I feel good from refining my grammar skills through practice and feedback in English.	3.33	Strongly Agree	4
Overall Weighted Mean	3.25	Agree	

Table 6 shows the mean, descriptive equivalent & rank on the English literacy and speaking skills of the respondents in terms of grammar.

The respondents strongly agreed with three key indicators of English literacy and speaking skills related to grammar. The highest-ranked statement, "I pay attention to grammar details and always look/search online for accuracy in my English writing and speaking," received a mean score of 3.43, highlighting respondents' diligence in ensuring grammatical accuracy. Similarly, the statements "I review grammar concepts to uphold proficiency in English," with a mean score of 3.40 (ranked 2), and "I seek out opportunities to enhance my grammar skills in English, like reading books," with a mean score of 3.39 (ranked 3), also

reflect a strong commitment to improving grammar skills. In contrast, the statement "I am comfortable with my grammar skills" received the lowest mean score of 3.10, indicating that while respondents generally agree with this statement, there is less confidence in their overall comfort with grammar skills.

Overall, the computed weighted mean of 3.25 for English literacy and speaking skills in

terms of grammar indicates that respondents generally agree with the statements about their grammar skills.

Research supports the role of social media in language learning, showing its positive impact on various skills and learner motivation. Alberth (2018) found that Facebook increases students' motivation to write, while a study on Twitter revealed that regular exposure to English through the platform improved participants' reading, writing, and speaking skills, although listening skills showed no significant improvement.

Similarly, Haque (2023) reported that learners using Facebook for English learning demonstrated improved proficiency and motivation, particularly through interactions with native speakers in groups. Additionally, social media use has been linked to higher motivation, increased self-confidence, and reduced feelings of loneliness among students. Muftah (2022) further highlighted the positive impact of social media on grammar acquisition and communication skills, emphasizing its role in enhancing language learning outcomes.

Table 7 Mean, Descriptive Equivalent & Rank on the English Literacy and Speaking Skills of the Respondents in terms of Vocabulary

VOCABULARY	Mean	Descriptive Equivalent	Rank
I have a good understanding and command of English vocabulary.	3.23	Agree	6
While sometimes challenging, I can express myself using enough range of vocabulary.	3.22	Agree	7
I am confident in my vocabulary skills; I communicate my thoughts with ease in English.	3.16	Agree	8
I am confident enough in my ability to utilize a rich and varied vocabulary in both written and spoken English.	3.14	Agree	10
I have wide range of vocabulary that helps me express ideas clearly in English.	3.15	Agree	9
I enrich my vocabulary by acquiring new words and understanding their usage in English.	3.31	Strongly Agree	4
I enjoy using lots of different words to express myself and discover new vocabulary words into my English communication.	3.30	Strongly Agree	5
I adjust my vocabulary choices to suit different contexts and audiences in English.	3.33	Strongly Agree	3
I eagerly seek opportunities to enhance my vocabulary through reading, listening, and conversation in English.	3.36	Strongly Agree	2

VOCABULARY	Mean	Descriptive Equivalent	Rank
I like using new words to sound good in English.	3.41	Strongly Agree	1
Overall Weighted Mean	3.26	Strongly Agree	

Table 7 shows the mean, descriptive equivalent & rank of the English literacy and speaking skills of the respondents in terms of vocabulary.

The respondents strongly agreed with three key indicators of English literacy and speaking skills related to vocabulary. The highest-ranked statement, "I like using new words to sound good in English" received a mean score of 3.43. Similarly, the statements "I eagerly seek opportunities to enhance my vocabulary through reading, listening, and conversation in English," with a mean score of 3.36 (ranked 2), and "I adjust my vocabulary choices to suit different contexts and audiences in English." with a mean score of 3.33 (ranked 3). In contrast, the statement "I am confident enough in my ability to utilize a rich and varied vocabulary in both written and spoken English." received the lowest mean score of 3.14 which is interpreted as agreement.

Overall, the computed weighted mean of 3.25 for English literacy and speaking skills in terms of vocabulary indicates that respondents strongly agree with the statements about their vocabulary skills.

Social media is making dramatic growth in a dynamic environment nowadays. People already use social media as a form of catharsis of their emotions. Social media is an online medium of interaction that lets people build relations, share ideas, and communicate information bounding society's sentimental streams. The motives of social media are connecting and building social contacts and sharing ideas, it can be for people to people like Facebook, Twitter, and Instagram for personal motives, and personalized blogs for personal thoughts and viewpoints (Gupta 2023).

There are growing influences of social media in the lives of students. One of the influences of social media is the peculiar occurrence of Internet slang, further raising the question of its impact on student's academic performance. This internet slang has gone on to influence deteriorated the students' vocabulary and English language competency of students mainly the two macro skills: Reading and Writing. With technology constantly changing, educators must reevaluate their techniques to teach their students effectively like the teachers may consider the relationship between students' attention spans and their social media use (Masuhay, 2018).

Table 8 Mean, Descriptive Equivalent & Rank on the English Literacy and Speaking Skills of the Respondents in terms of Comprehension

COMPREHENSION	Mean	Descriptive Equivalent	Rank
I understand English texts and conversations.	3.33	Agree	2
I excel in comprehending English texts and conversations.	3.23	Agree	6
I easily grasp the meaning of various English materials.	3.19	Agree	9
I have good comprehension skills that enable me to understand different content.	3.21	Agree	8
I quickly comprehend new information in English.	3.18	Agree	10
I have enough level of understanding in my English comprehension.	3.23	Strongly Agree	6
I am good at getting important ideas from English reading and listening.	3.28	Strongly Agree	4

COMPREHENSION	Mean	Descriptive Equivalent	Rank
I enjoy the challenge of understanding different English texts and conversations.	3.32	Strongly Agree	3
I actively seek opportunities to enhance my comprehension skills in English.	3.35	Strongly Agree	1
I can go through different English materials with enough confidence.	3.26	Strongly Agree	5
Overall Weighted Mean	3.26	Agree	

Table 8 shows the mean, descriptive equivalent & rank on the English literacy and speaking skills of the respondents in terms of comprehension.

The respondents strongly agreed with three key indicators of English literacy and speaking skills related to comprehension. The highest-ranked statement, "I actively seek opportunities to enhance my comprehension skills in English." received a mean score of 3.35. Similarly, the statements "I understand English texts and conversations." with a mean score of 3.33 (ranked 2), and "I enjoy the challenge of understanding different English texts and conversations." with a mean score of 3.32 (ranked 3). In contrast, the statement "I quickly comprehend new information in English." received the lowest mean score of 3.18 which interpreted as agree.

Overall, the computed weighted mean of 3.26 for English literacy and speaking skills in

terms of comprehension indicates that respondents strongly agree with the statements about their comprehension skills.

Social media has significantly impacted language use, especially in student learning. A challenge arises when students, particularly at the Senior High School level, struggle to distinguish formal from informal language, often using improper formats and sentences that deviate from standard English. With young users spending much of their week on social media, internet slang has developed, influencing their language use (Liu, Wu & Gong, 2021).

English language competency is essential across work, education, entertainment, and communication, especially for international and inter-state interactions (Saraswathy Thuraiaraj et al., 2015). This study explores the relationship between students' attitudes toward social media and their English language competency.

Significant difference on the English Literacy and Speaking Skills in terms of Comprehension when grouped according to profile of the Respondents

Table 9 Analysis of Variance on the English Literacy and Speaking Skills in terms of Grammar when grouped according to profile of the Respondents

Grammar	Sum of Squares	df	Mean Square	Sig.	Interpretation
Age	Between Groups	0.915	3	0.305	Reject Ho Significant
	Within Groups	10.922	131	0.083	
	Total	11.837	134		
Sex	Between Groups	0.002	1	0.002	Accept Ho Not Significant
	Within Groups	11.835	133	0.089	
	Total	11.837	134		
Year Level	Between Groups	1.150	3	0.383	Reject Ho Significant
	Within Groups	10.687	131	0.082	
	Total	11.837	134		

Table 9 shows the analysis of variance on the English literacy and speaking skills in terms

of grammar when grouped according to profile of the respondents.

The computed significance values for age (0.014) and year level (0.004) are lower than the 0.05 level of significance, indicating that the null hypothesis is rejected. This means that there is a significant difference between the English literacy and speaking skills in terms of grammar when grouped according to age and year level of the respondents.

While the computed significance value for sex (0.880) is higher than the 0.05 level of significance, indicating that the null hypothesis is accepted. This means that there is no significant difference between the English literacy and speaking skills in terms of grammar when grouped according to sex of the respondents.

Therefore, there is a significant difference between the English literacy and speaking

skills in terms of grammar when grouped according to age and year level of the respondents.

Russel (2014) highlighted that social media has revolutionized communication, creating new opportunities for companies, schools, and universities to connect with students. In Asia, social networking sites like Facebook, Twitter, and local networks are already dominant, transforming how people interact. For educational institutions, social media offers a chance to engage with students in innovative ways, moving beyond traditional classroom settings. This digital shift not only facilitates quick information exchange but also enhances professional and personal connections, with increasing benefits for users the more they engage.

Table 10 Analysis of Variance on the English Literacy and Speaking Skills in terms of Vocabulary when grouped according to profile of the Respondents

Vocabulary		Sum of Squares	df	Mean Square	Sig.	Interpretation
Age	Between Groups	0.546	3	0.182	0.155	Accept Ho Not Significant
	Within Groups	13.436	131	0.103		
	Total	13.982	134			
Sex	Between Groups	0.000	1	0.000	0.990	Accept Ho Not Significant
	Within Groups	13.982	133	0.105		
	Total	13.982	134			
Year Level	Between Groups	0.868	3	0.289	0.038	Reject Ho Significant
	Within Groups	13.114	131	0.100		
	Total	13.982	134			

Table 10 shows the analysis of variance on English literacy and speaking skills in terms of vocabulary when grouped according to the profile of the respondents.

The computed significance value for the year level (0.004) is lower than the 0.05 level of significance, indicating that the null hypothesis is rejected. This means that there is a significant difference between the English literacy and speaking skills in terms of vocabulary when grouped according to year level of the respondents. While the computed significance values for age (0.014) and sex (0.880) are higher than the 0.05 level of significance, indicating that the null hypothesis is accepted. This means that there is no significant difference between the English literacy and speaking

skills in terms of vocabulary when grouped according to age and sex of the respondents

Therefore, there is a significant difference between the English literacy and speaking skills in terms of vocabulary when grouped according to year level of the respondents.

Alrubail (2015) conducted a study on oral and written communication of the students. One of the questions in his study is, do these digital tools impact students' oral and written communication in the classroom? There is a general consensus among teachers that these tools do blur the line between "formal" and "informal" writing. Teachers pointed out that "writing" does not just encompass academic writing done in the classroom. This indicates that more teachers are attuned that writing as

a genre is evolving further than essays, reports, and in class writing assignments. However, when teachers and students were asked if they would consider blogging, posting and texting to be writing, both parties did not think so. Writing to teachers and students was confined in the parameters of classroom assignments. Teachers need to help students see that their blogging, texting, tweeting on social media is real writing. Their writing is real writing because their writing is their voice Student voice needs to be nurtured and appreciated in the classroom, regardless the outlet they use to

communicate it. When teachers show the importance of formal communication to be practiced on social networking sites, students are more inclined to practice good digital citizenship (Alrubail 2015).

Students will believe in themselves if teachers believe in them. We can believe that they produce great thoughts and ideas. We can also believe that social media's powerful element of connectedness can help to pass on students' thoughts to drive impactful change in this world (Martin & Martin 2017).

Table 11 Analysis of Variance on the English Literacy and Speaking Skills in terms of Comprehension when grouped according to profile of the Respondents

Comprehension		Sum of Squares	df	Mean Square	Sig.	Interpretation
Age	Between Groups	0.243	3	0.081	0.529	Accept Ho Not Significant
	Within Groups	14.288	131	0.109		
	Total	14.531	134			
Sex	Between Groups	0.057	1	0.057	0.472	Accept Ho Not Significant
	Within Groups	14.474	133	0.109		
	Total	14.531	134			
Year Level	Between Groups	0.355	3	0.118	0.355	Accept Ho Not Significant
	Within Groups	14.176	131	0.108		
	Total	14.531	134			

Table 11 shows the analysis of variance in English literacy and speaking skills in terms of comprehension when grouped according to the profile of the respondents.

The computed significance values for age (0.529), sex (0.880), and year level (0.355) are higher than the 0.05 level of significance, indicating that the null hypothesis is accepted. This means that there is no significant difference between the English literacy and speaking skills in terms of comprehension when grouped according to age, sex, and year level of the respondents

Therefore, there is no significant difference between English literacy and speaking skills in terms of comprehension when grouped according to the profile of the respondents.

Social media and family monthly income are also taken into account as McLoyd (2015) mentioned that financial resources at home influence the quality of the goods that parents can purchase for their children's learning. He

provided several explanations for why family income might affect the child's academic achievement.

Language used in social media is also a factor. This study examines the use of social media and its relationship with learners' English language competency and willingness to communicate in any medium of language they prefer to use while using social media. The third box contains the affective factor which is the English Language Competency-Two Macro Skills: Reading and Writing. The attitude towards social media and English language competency may affect the performance.

These independent variables may be singly or all together affect the student's dependent variable which is the English Language Competency. It contains the two macro skills such as reading and writing. Reading results in the acquisition of new knowledge, which in turn fuels the skills in reading as a factor that involves

comprehension, vocabulary, analogy, topic sentence, main idea or theme, and analysis and interpretation. On the other hand, writing skills involve critical response, development of one's

idea, structure of the response, language use: sentences and word choice grammar, and mechanics.

Significant Relationship on the Impact of Social Media and The Level of English Literacy and Speaking Skills of the Respondents

Table 12 Pearson R between the Impact of Social Media and the English Literacy and Speaking Skills of the Respondents

		Internet Connection	Interpretation
Grammar	Pearson Correlation	0.02	Negligible Correlation
	Sig. (2-tailed)	0.79	Not Significant
	N	135	
Vocabulary	Pearson Correlation	-0.06	Negligible Correlation
	Sig. (2-tailed)	0.48	Not Significant
	N	135	
Comprehension	Pearson Correlation	0.04	Negligible Correlation Not Significant

Table 12 shows the Pearson r between the impact of social media and the English literacy and speaking skills of the respondents.

The computed Pearson correlation values for grammar (0.024), vocabulary (-0.06), and comprehension (0.04) are interpreted as negligible correlation with sig values of (0.79, 0.48, and 0.62 respectively) which are higher than the 0.05 level of significance, indicating that the null hypothesis is accepted. This means that there is no significant relationship between the impact of social media and the English literacy and speaking skills of the respondents.

Therefore, there is no significant relationship between the impact of social media and the English literacy and speaking skills of the respondents.

There have been several previous studies aiming at investigating EFL students' experience in using social media in several contexts such as Malaysia, Indonesia, and Pakistan. The methodologies employed range from quantitative to qualitative approaches. These studies indicated that social media plays a positive role in developing students' English schools.

Investigated the role of YouTube in developing English language skills among sophomore university students in Malaysia. Using a quantitative approach, they collected data through surveys and found that frequent inde-

pendent use of YouTube enhanced participants' language skills. The platform's engaging English content motivated students and improved their pronunciation skills.

Another study conducted by Soviyah, S., & Etikaningsih, D. R. (2018) investigated the use of Instagram to improve students' writing skills among high school students in Yogyakarta. Using a quantitative approach, fifty students took part in this study. The research result indicated that there was a significant difference in terms of writing skills. Participants who actively used social media to write were indicated to demonstrate writing proficiency.

Another study on social media was done by Khan, I. U., Ayaz, M., & Faheem, M. (2016) aimed to investigate Pakistani university teachers' vocabulary size development when using social media. The data were collected from 36 teachers using a quantitative approach. The research result indicated that social media played an important role in developing its users' vocabulary size.

Conclusions

Based on the summary of the investigations conducted, the researchers have arrived to conclude that:

1. The respondents are female young adults in their second year of study.

2. The respondents used Facebook, Instagram, TikTok, and Telegram for more than three hours daily.
3. The respondents have a strong internet connection for accessing educational content, entertainment, news, and blogs.
4. The respondents strongly agreed that their vocabulary skills in English literacy and speaking were strong, while they agreed on grammar and comprehension skills.
5. There is a significant difference in English literacy and speaking skills in terms of grammar when grouped by age and year level. Additionally, there is a significant difference in vocabulary skills when grouped by year level.
6. There is no significant relationship between social media use and the English literacy and speaking skills of the respondents.

Recommendations

The following recommendations are given:

1. The students should be reminded that constant engagement to social media due to their positive attitude may hinder their studies which may lead to poor performance in school.
2. The teachers may incorporate in their classes the use of social media such as giving of assignments and other instructions related to their classes so that their students may not only engage in social media for chatting but for educational purposes.
3. Teachers should encourage their students to use English language in using Facebook to improve their English language competency.
4. Students should be encouraged to balance their social media use with their academic responsibilities to avoid distractions that could affect their studies.
5. Teachers should utilize social networking sites for educational purposes, assigning tasks that help students enhance their English language skills in real-world contexts.

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