Attitude towards Social Media and English Language Competency of Grade 11 Students of Surigao State College of Technology

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ABSTRACT: This study determined the attitude towards Social Media and English Language Competency of Grade 11 students of Surigao State College of Technology, Surigao City. Specifically, the demographic profile of the respondents, the attitude towards social media and English language competency in reading and writing of the respondents were determined. The significant difference on the ratings of respondents towards Social Media and the two macro skills in English Language with respect to their profile and the significant relationship between the attitude of respondents towards social media and English Language Competency were also ascertained. The data were gathered from the 31 Grade 11 students. The data were analysed through frequency count and percent, weighted mean and standard deviation, one–way analysis of variance (ANOVA) and Scheffe's test, Pearson product moment of correlation and t-test. The findings of the study are: Most of the respondents spend 1-1.5 hours a day in using social media specially Facebook to look for advanced career opportunities, for self-expression, for academic school work, to interact with friends, make new friends, and coordinating group projects in their classes. Their parents have monthly income of less than 5000 and they used the Filipino language when using their social media account. The respondents have positive attitude towards social media. The respondents showed a failing result in English language competency in terms of reading and writing skills. No significant difference existed on the English language competency of the respondents as to reading and writing when grouped according to their profile, and no significant relationship was found between attitude towards social media and the English language competency of the respondents in terms of reading and writing skills. The study concluded that: Access to social media especially Facebook has been affordable to the students despite meager income of parents; that they use social media to look for advanced career opportunities, for self-expression, for academic school work, to interact with friends, make new friends, and coordinating group projects in the classes. The Grade 11 students, regardless of profile, lack technical skills in writing and understanding what they read, in defining words, comparing words, identifying the main idea of a paragraph, in pointing-out the topic sentence, and in analyzing and interpreting important lines, and students' favorable attitude towards social media does not have a connection to their reading and writing skills. The recommendations of the study are: 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, the parents being the partners of the school may monitor the whereabouts of their children and periodically check the school if their children are attending their classes, and 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 also for educational purposes, and teachers should encourage their students to use English language in using Facebook to improve their English language competency.

KEYWORDS: social media, English Language Competency, Teaching-Learning Process, Facebook.

INTRODUCTION

Social media is making dramatic growth in dynamic environment nowadays. People already use social media as a form or catharsis of their emotions. Social media is an online medium of interaction which let people build relations, share ideas, and communicate information and bounding society sentimental streams. Motives of social media is connecting and building social contacts and sharing of ideas, it can be for person to person like Facebook, Twitter and Instagram for personal motive, personalized blogs for personal thoughts and view point (Ehrlich, 2011).

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 the impact to students' academic performance. This internet slangs have gone on to influence which deteriorated the students' vocabulary and English language competency of students mainly the

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two macro skills: Reading and Writing. With technology constantly changing, educators must reevaluate their techniques in order to teach their students effectively like the teachers may consider the relationship between students' attention spans and their social media use (Masuhay, 2018).

Based on the researcher's observations and experiences, social media sites have become a major form of communication today whereby language use has been impacted in various areas especially in students' learning. A problem arises when users are not able to differentiate formal language from informal language as more often than not; the students at Senior High School Level are inclined to use improper formats and sentences that negate standard English. Young users use literally half their week engaging in social media communication, thereby giving rise to a brand of internet slang which is entirely their own (Liu, Wu & Gong, 2021).

The English Language Competency of students is affected by these growing influences of social media to the attitude of students. English language competency is now a requirement in all areas of work, study, entertainment and communication. Used almost extensively in inter-state and international communication, it is important to have a working language of the English Language (Paseka, 2000). Thus, this study was conducted to determine the relationship between the attitude of respondents towards social media and their English language competency.

CONCEPTUAL FRAMEWORK

This study is anchored on the Sociocultural Theory of Vygotsky (1978) cited by McLeod, S. A. (2014). This theory is ideally suited in examining the attitude towards social media and English language competency from within a community of learners.

Language and social interactions play a role in human development, and serve as cultural practices that can lead to the construction of knowledge shared by members of the community. In terms of how this might contribute to social media, virtual connections with other learners and experts around the world can potentially offer a rich environment for socio-cultural language exchange and affects language competency. Social media spaces can also provide virtual spaces and offer promising opportunities to learn through observation, where, students can observe others, interpret their attitude, and adjust their own styles of interacting in social media. Students can attend to the linguistic characteristics of the input from the speakers with whom they interact, they can reflect on their own language system and imitate, take note of their errors and use their computer-enhanced communication opportunities to improve or deteriorate their own production, be oral, reading, or written.

Social media offer spaces shared by communities of individuals and they can be considered social practices. Social media can allow users to "write (themselves) into being". This formation of identity or writing into being takes place, through shared postings, feedback from the community, reflection and self-appraisals. Identity can be constructed virtually in these social spaces by posting, sharing ideas, media preferences, news items and possibly bring this virtual practices into reality in class and affects English language competency skills.
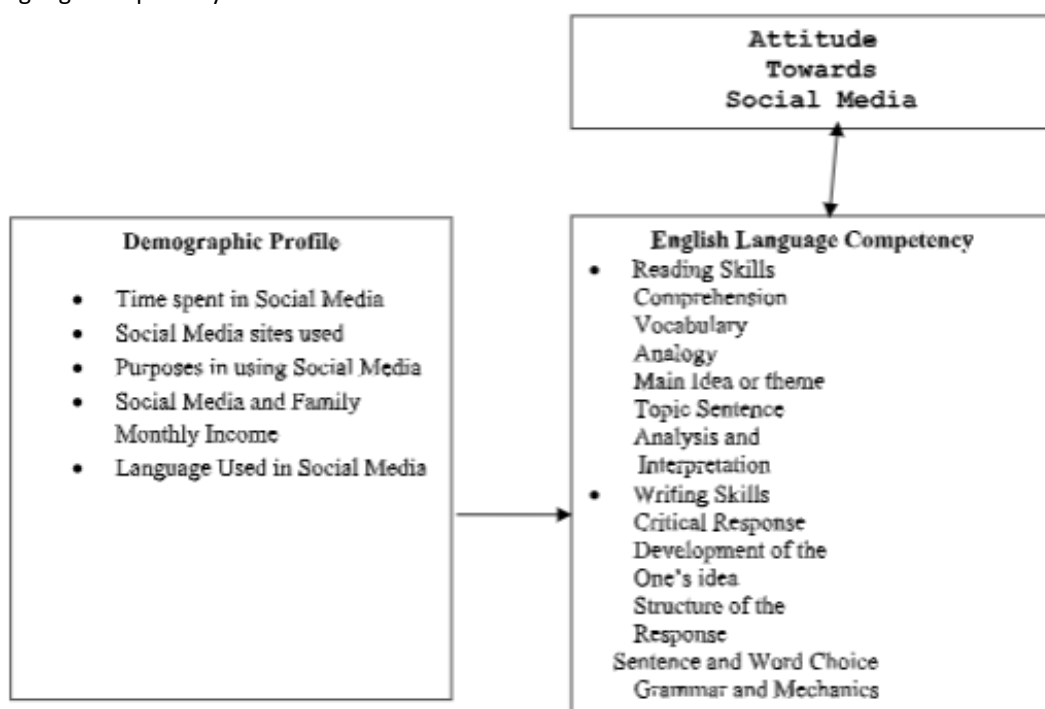

Figure 1 presents the research paradigm.

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The first box is the students' attitude towards social media. The second box contained the demographic profile as to time spent in social media, social media sites used, purposes in using social media, social media and family monthly income and language used in social media.

Time spent in social media is considered because if a student spends a lot of time in social media, it will make him forget the value of studying his lessons thereby influencing his attitude and learning English language competency.Social media sites used is also considered because it is important to know what websites and how often they use these websites because it is assumed that social media sites used may affect their attitudes and their way of thinking.

Purposes in using social media is also considered in the study because it is assumed that students' behaviour, attitude, self-esteem, relationships may affect their English language competency.

Social media and family monthly income is also taken into account as McLoyd (2011) 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 fuel 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 response, language use: sentences and word choice grammar, and mechanics.

STATEMENT OF THE PROBLEM

This study aimed to determine the attitude towards Social Media and English Language Competency of the Grade 11 students of Surigao State College of Technology, Surigao City.

Specifically, this study sought answers to the following questions:

1. What is the demographic profile of the respondents as to:
    1.1   time spent in social media,
    1.2   social media sites used,
    1.3   purposes in using social media sites,
    1.4   family monthly income, and
    1.5   language used in social media?

2. What is the attitude of the respondents towards social media?

3. To what extent do the respondents demonstrate the English Language Competency in reading and writing skills as to:
    3.1   reading skills, and
            3.1.1 comprehension
            3.1.2 vocabulary
            3.1.3 analogy
            3.1.4 main idea or theme
            3.1.5 topic sentence
            3.1.5 analysis and Interpretation
    3.2   Writing Skills,
            3.2.1 critical response
            3.2.2 development of the one's ideas
            3.2.3 structure of the response
            3.2.4 sentence, word choice, grammar, and mechanics.

4. Is there a significant difference on the ratings of respondents towards Social Media and the two macro skills in English Language with respect to their demographic profile?

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5. Is there a significant relationship between the attitude of respondents towards Social Media and English Language Competency?

HYPOTHESIS
At 0.05 level of significance, it was hypothesized that:
Ho1: There is no significant difference on the ratings of respondents towards Social Media and the two macro skills in English Language with respect to their demographic profile.
Ho2: There is no significant relationship between the Attitude towards Social Media and the English Language Competency of the respondents.

SIGNIFICANCE OF THE STUDY
The results of this study may provide knowledge and information to the following:

School Administrators. The findings may provide them the information about the growing influences of social media in the lives of students. With these, it may offer them with the needed insights and the exact information to improve or re-evaluate their educators' techniques in order to teach effectively, which may serve as input in planning for seminars or workshops.

English Teachers. The findings of this study may enrich their knowledge and provide ideas on how to handle students who are excessively driven to social media, to utilize non-instructional social media use that cannot be grouped with educationally beneficial activities.

Students. The study may provide them the opportunity to know and manage themselves of their attitude towards social media usage. Moreover, they may also understand the impediments of the attitude towards social media in learning the two macro skills such as: reading and writing.

Parents. This study is of great help to the parents for they may understand their children more and give full support on their studies. They may also be made to realize that their partnership with the teachers in the development of their children's skills and attitude that is important.

Researchers. This study may serve as reference for those who want to look into issues related to students' attitude towards the social media and on English Language Competency. Recommendations offered may also be basis for further studies.

SCOPE AND LIMITATION OF THE STUDY
To facilitate the delimitation in understanding the intention and content of this study, the following parameters were specified.

Focus. The focus of the study was on the students' attitude towards Social Media and English Language Competency among the Grade 11 students of Surigao State College of Technology.

Respondents. The respondents of the study were the 31 Grade 11 students of Surigao State College of Technology.

Place and Time. This study was conducted at Surigao State College of Technology Surigao City during the Second Semester of Academic Year 2016–2017.

Definition of Terms
To facilitate better understanding of the study, the following terms were defined conceptually and operationally:

Attitude. This term refers to the settled way of thinking or feelings and values of students towards Social Media.

Decoding. It is the application of understanding of phonics and the rules that English words follow to correctly pronounce or read the word.

Encoding. It refers to the process of converting body of information from one system to another system in the form of codes that takes form of a symbol, sign or letters used to represent secret meaning.

English Language Competency. It refers to the ability of an individual to express or accomplish competitiveness in reading and writing in an acquired language. Competency in English Language demonstrate both accuracy and fluency and use a variety of discourse strategies.

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Macro Skills. It refers to the primary key, main and the largest skill set relative to a particular context. It is commonly referred to in English Language. The two macro skills in English are reading and writing.

Reading. It is the process in interpreting and evaluating written language, symbols and text with understanding and fluency.

Social Media. It is the practice of expanding the number of one's business and social contact by making connections through individuals, often through internet-based programs or sites.

Time Spent in Social Media. This refers to the average number of hours spent daily in social media.

Writing. Is the activity or skill of marking coherent words on paper and composing text.

METHODS

This chapter presents the research design, research environment, respondents, research instrument, ethics and data gathering procedure and data analysis employed in the course of the investigation.

Research Design

The researcher made use of the quantitative research design specifically the descriptive survey was employed. This design was deemed appropriate because this study determined the attitude towards social media and English language competency of students. The independent variables which are the attitude towards social media and the profile of the respondents were compared with the dependent variable which is their English language competency.

Research Environment

The study was conducted at Surigao State College of Technology, Main Campus, located at Barangay Taft, Narciso Street Surigao City (see Figure 2.). It was established on September 15, 1969, with the name Surigao del Norte School of Arts and Trades. It has undergone various changes in its name, administration and excellent development in its structure and facilities through the years. On June 5, 1998, it was formally named as Surigao State College of Technology.

Surigao State College of Technology is a public college in the Philippines with three annexes namely: Surigao State College of Technology, Mainit Campus, Del Carmen Campus and Malimono Campus. It is mandated to provide higher vocational, professional and technological instruction and training in the fields of agriculture, fisheries, engineering and sciences, as well as short-term technical courses. It is also mandated to provide primary consideration to the integration of research/studies for the development of the Province of Surigao Del Norte. Surigao State College of Technology also offers K to 12 senior high school programs with three tracks TVL, STEM and HUMS wherein it provides sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship.

Figure 2. Location Map of Surigao State College of Technology

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Respondents

The respondents of the study were the 31 Grade 11 Section-E students of Surigao State College of Technology. This section is composed of one track which is Technical Vocational Livelihood Program (TVL). The entire class population was the respondents of this study.

Table 1 shows the distribution of respondents in this study.

Table 1. Distribution of Respondents

Year & Section	F
Grade 11–E TVL	**31**
Grand Total	**31**

Research Instrument

The present study made use of a researcher-made instrument in collecting data especially on profiling and on English Language Competency. It consists of three parts. Part 1 asked information as to students' time spent in social media, social media sites used, purposes in using social media, family monthly income, and language used in social media. Part II contained items that solicited information on the Attitude on Social Media adopted but modified from the study of Russell and Hollander (1975). Part III determined the English Language Competency of the respondents.

To determine the attitude of respondents towards social media, the following scale was used:

	Scale Parameter	Verbal Interpretation	Qualitative Description
4	3.50-4.00	Strongly Agree	Highly Positive attitude.
3	2.50-3.49	Agree	Positive attitude.
2	1.50-2.49	Disagree	Fairly Positive attitude.
1	1.00-1.49	Strongly Disagree	Negative attitude.

Validity

A draft of the instrument was presented to the adviser and suggestions and recommendations of the questionnaire were integrated. After that, a dry-run was conducted to non-respondents specifically the 20 Grade 11 students of Surigao Del Norte National High School and analysis of the test items.

Reliability

A dry-run was conducted to determine the inter-rater reliability of the rubrics by which r-values of 0.93, 0.86, 0.79, 0.87 and 0.92 were obtained for writing and a Cronbach's alpha of 0.71 for reading comprehension which indicates very high reliability of the instrument.

Ethics and Data Gathering Procedure

A letter of request was sent to Surigao State College of Technology Senior High School Focal Person (Appendix A) requesting permission to administer the questionnaire. Another letter addressed to the Focal Person (Appendix B) asking the guidance support staff to conduct part II of the questionnaire which involved the affective factor of the respondents.

Upon approval of the requests, the guidance support staff of Surigao State College of Technology conducted the Part II of the questionnaire for the purpose of unbiased result. On the following day, Part I and Part III were administered by the researcher herself to the same respondents. After 30 minutes of answering the test, the researcher immediately retrieved the questionnaires.

Data Analysis

To analyze the data of the study, the following statistical tools were employed:

Frequency Count and Percent. These were used to determine the profile of the respondents.

Weighted Mean and Standard Deviation. This was employed to determine the English language competency of the 31 Grade 11 students along the different content areas and on each statement of the attitude test.

One–Way Analysis of Variance (ANOVA) and Scheffe's Test. These were used to determine the significant difference in the students' English language competency with respect to the profile of the respondents.

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Pearson Product Moment of Correlation and T-test. These were utilized to determine the relationship between attitude towards social media and English language competency.

RESULTS AND DISCUSSIONS

The answers to the problems stated in Chapter 1 are presented and discussed in this section. The presentation follows according to the order of statement of the problem.

Profile of Respondents

Table 2 presents the profile of respondents as to time spent in social media, social media sites used, purposes in using social media, family monthly income and language used in social media.

Table 2. Profile of Respondents

Profile		f(n=31)	Percent
Time Spent in Social Media	0-30 minutes	5	16.1
	1-1.5 hours	17	54.8
	2.5-3 hours	5	16.1
	3-3.5 hours	4	12.9
Social Media Sites Used	Facebook	25	80.6
	Facebook and Instagram	6	19.4
Purposes in using Social Media	I use social media to interact with my friends.	4	12.9
	I use social media for my academic school work.	5	16.1
	I use social media to look for advanced career opportunities.	8	25.81
	I use social media to make new friends.	4	12.9
	I use social media for coordinating group projects in my classes.	4	12.9
	I use social media and other technology tools for self-expression.	6	19.4
Monthly Income	less than 5000	17	54.8
	3000-4999	2	6.5
	5000-9999	8	25.8
	10000 or more	4	12.9
Language used in Social Media	English	8	25.8
	Filipino	14	45.2
	Mother Tongue	5	16.1
	All	4	12.9

It can be seen that the respondents spent time in social media differently. From the 31 respondents, 17 (54.8%) spent 1-1.5 hours a day, the same frequency of 5 (16.1%) for 0-30 minutes and 2.5-3 hours, while 4 (12.9%) respondents spent for 3-3.5 hours.

As to the social media used, the respondents are more attracted in Facebook with a frequency of 25 (80.6%) while only 6 (19.4%) are active in Facebook and Instagram.

As to the purposes of engaging-in the social media, the respondents expressed on the statement "I use social media to look for advanced career opportunities." as the number reason since it obtained the highest frequency of 8 (25.81%). "I use Social Media and other technology tools for self-expression." obtained the second highest frequency of 6 (19.4). "I use social media for my academic school work." ranked third with a frequency of 5 (16.1%). "I use social media to interact with my friends.", "I use social media to make new friends." and "I use social media for coordinating group projects in my classes." obtained similar frequency of 4 (12.9%). The results revealed that the respondents believed that social media can help them intensify their chances of making them more aware and updated of their environment.

As to the monthly income, most respondents are having an income of below 5,000 with a frequency of 17 (54.8%); 8 (25.8%) are having an income of 5000-9999; 4 (12.8%) are on the bracket 10,000 or more while only 2 (6.5%) belonged to an income of 3,000-4,999.

As to the language used in social media, the Table revealed that Filipino obtained the highest frequency of 14 (45.2%); English with 8 (25.8%); Mother Tongue 5 (16.1%) and 4(12.9%) made use of the Filipino, English and Mother Tongue.

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Attitude towards Social Media

Table 3 reflects the attitude of the respondents towards social media. It can be gleaned that the average mean of 2.86; described as **Agree** and interpreted as **Positive.** This implies that social media have great role in the educational systems today. Stephen (2015) elaborated that social media is an evolving method of communication. It makes more sense to embrace it, minimize the negatives and teach students' new ways of engaging with social media, their instructors, and each other that will support them in becoming connected learners with the skills to become successful connected workers."

Table 3. Attitude towards Social Media

Statement	Mean	SD	Description	Interpretation
1. Learning via Social Media makes learning more interesting.	3.10	0.65	Agree	Positive
2. I have positive attitudes for learning via Social Media.	2.94	0.57	Agree	Positive
3. I have positive attitudes towards English as a Language.	2.97	0.66	Agree	Positive
4. The use of Social Media makes learning easier.	2.97	0.55	Agree	Positive
5. Social Media encourages me to spend more time learning English.	2.87	0.56	Agree	Positive
6. I feel confident posting information that might be of interest to other people.	2.74	0.44	Agree	Positive
7. I increase my participation in classes when I am allowed to contribute through social media.	2.58	0.62	Agree	Positive
8. I am able to connect with peers in social media than face to face.	2.68	0.70	Agree	Positive
9. I use social media for self-expression.	2.68	0.87	Agree	Positive
10. Social media enhances my confidence to write in English.	2.71	0.53	Agree	Positive
11. Social media helps me overcome language mistakes.	2.87	0.56	Agree	Positive
12. I learn new words via social media.	2.94	0.68	Agree	Positive
13. Social media enhances my English communication skills.	2.97	0.60	Agree	Positive
14. I practice writing in English via social media.	2.68	0.70	Agree	Positive
15. Social media enhances my confidence to write in English.	2.87	0.62	Agree	Positive
16. Social media enhances my confidence in communicating.	3.10	0.70	Agree	Positive
17. Social media enhances confidence to read English Materials.	2.94	0.73	Agree	Positive
18. I can confidently express ideas and myself through social media.	2.94	0.63	Agree	Positive
Average	**2.86**	**0.30**	Agree	Positive

The statements "Learning via social media makes learning more interesting." and "Social media enhances my confidence in communicating" obtained the highest mean of 3.10; described as **Positive**. These entail that social media for the respondents have given them the possibility to easily talk to each other, to exchange opinions with confidence and learning for them becomes more interesting.

Moreover, "I have positive attitude towards English as a Language", "The use of Social Media makes learning easier" and "Social media enhances my English communication skills" ranked second with the mean of 2.97, interpreted as **Positive.** These

means that the respondents believed that social media have helped them to make their learning more enhancing with English as a language used in interacting and engaging with each other.

The findings confirmed the ideas of Joosten, T. (2012) that using social media to give students hands-on experience can be adapted to fit almost any course. Rather than written assignments, a blog or creative project–such as the Digital Media Asia Wiki–can be assigned. An added benefit for students using social media for course work is that, once published online, it forms the beginning of an online portfolio visible, and marketable, to future employees. Building an online portfolio or establishing a hobby such as blogging, or social networking, helps demonstrate skills and understanding, and network with potentially useful contacts for the future.

The statements "I have positive attitudes for learning via Social Media"; "I learn new words via social media.", "I learn new words via social media" "Social media enhances confidence to read English Materials" and "I can confidently express ideas and myself through social media" ranked third with the mean of 2.94, interpreted as **Positive**. The respondents have also shown positive attitudes on social media by being confident in posting information that might be of interest to other people; by having a belief that Social media helps them overcome their language mistakes, provide them an avenue for self-expression, and enhance their confidence to write in English.

Russel (2011) emphasized that social media has revolutionized the way people communicate today, it has spawned a new generation of communication for companies to use …yes, social media has already made a big impact in less than five years of its existence. Whether one looks at the rise and dominance of Facebook or Twitter in Southeast Asia, China's huge online population and its own unique social media landscape, or Japan and its mobile internet obsession–social media is huge in Asia. Like the West, social media presents a huge opportunity for schools, universities and other educational organizations to reach out and connect with students and prospective students. But how can schools and universities go about using social media in a positive way to help both students and the educational organizations themselves? The traditional paradigm in which assignments are given out in class, written on paper (or by PC) and discussed in a classroom is more flexible than ever before. The internet, and social media have revolutionized the way a person communicates with friends, and even those that he does not know…or donot yet know. This same revolution has a hugely positive potential for the education system to help engage and develop students.

Generally, social media is important to one's professional and personal life. These sites allow a person to exchange information quickly and easily, catch up with friends and family and potentially get hired in the field being eyed for. The more a person use social media, the more he/she will benefit from it as well.

English Language Competency

Seen in Table 4 is the English language competency of the respondents. The language competency of the respondents is measured in terms of their reading and writing skills.

Table 4. English Language Competency of the Respondents

Skill	Mean	SD	Rating	Description
Reading				
Comprehension	4.10	1.66	3.5	Failed
Vocabulary	5.45	2.67	3.2	Failed
Analogy	3.13	1.38	3.7	Failed
Main Idea	2.26	1.06	3.7	Failed
Topic Sentence	3.16	1.61	3.7	Failed
Analysis and Interpretation	2.13	1.02	4.1	Failed
Total	20.03	6.84	3.7	Failed
Writing	34.55	15.38		Failed

It can be gleaned in Table 4 that the respondents obtained the rating below 3.0 with a description of **Failed** in all areas in reading as well as in writing. This means that after the respondents were given an actual test on both reading and writing, they were not able to meet the passing requirement of 3.0 which fell under the category of Failed. This could be deduced further that the respondents may be able to perform better if the tests were given through online since they displayed positive attitude towards social media as reflected in Table 4.

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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 media platforms, students are more inclined to practice good digital citizenship.

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.

Difference on English Language Competency

Table 5 shows the difference on English language competency when grouped by time spent in social media.

Table 5. Difference on English Language Competency grouped by Time Spend in Social Media

Variable		F	p	Decision	Interpretation
Reading	Comprehension	.10	.96	Not Rejected	Not Significant
	Vocabulary	1.34	.28	Not Rejected	Not Significant
	Analogy	.86	.47	Not Rejected	Not Significant
	Main Idea	.29	.83	Not Rejected	Not Significant
	Topic Sentence	.05	.99	Not Rejected	Not Significant
	Analysis and Interpretation	1.99	.14	Not Rejected	Not Significant
	Total	.33	.81	Not Rejected	Not Significant
Writing		2.01	.14	Not Rejected	Not Significant

Gleaned from the Table are p-values which are greater than 0.05 level of significance when the English language competency in terms of reading and writing were grouped according to time spent in social media. These led to the non-rejection of the null hypotheses which suggest that there is no significant difference on English language competency of the respondents as to reading and writing with respect to the time they spend in social media. This further means that no matter how long or short period of time the respondents spend in social media, their reading and writings skills are not necessarily affected.

Table 6 shows the difference on English language competency when grouped by social media sites used.

Table 6. Difference on English Language Competency grouped by Social Media Sites Used

Variable		F	p	Decision	Interpretation
Reading	Comprehension	.15	.70	Not Rejected	Not Significant
	Vocabulary	.00	.96	Not Rejected	Not Significant
	Analogy	3.16	.09	Not Rejected	Not Significant
	Main Idea	.38	.54	Not Rejected	Not Significant
	Topic Sentence	.08	.78	Not Rejected	Not Significant
	Analysis and Interpretation	.01	.92	Not Rejected	Not Significant
	Total	.10	.76	Not Rejected	Not Significant
Writing		.02	.90	Not Rejected	Not Significant

Reflected in the Table are p-values which are greater than 0.05 when the English language competency in terms of reading and writing were grouped according to social media sites used. These led to the non-rejection of the null hypotheses which suggest that there is no significant difference on English language competency of the respondents as to reading and writing with respect

to the social media sites they used. This goes to show that their reading and writing skills are not influenced with the kind of social media sites they are linked with.

Table 7 shows the difference on English language competency when grouped by purposes in using social media.

Table 7. Difference on English Language Competency grouped by Purposes in using Social Media

Variable		F	p	Decision	Interpretation
Reading	Comprehension	1.45	.23	Not Rejected	Not Significant
	Vocabulary	.54	.80	Not Rejected	Not Significant
	Analogy	1.28	.30	Not Rejected	Not Significant
	Main Idea	.81	.59	Not Rejected	Not Significant
	Topic Sentence	.41	.89	Not Rejected	Not Significant
	Analysis and Interpretation	1.37	.27	Not Rejected	Not Significant
	Total	.78	.61	Not Rejected	Not Significant
Writing		.74	.64	Not Rejected	Not Significant

Revealed in the Table are p-values which are greater than 0.05 when the English language competency in terms of reading and writing were grouped according to purposes in using social media. These led to the non-rejection of the null hypotheses which suggest that there is no significant difference on English language competency of the respondents as to reading and writing with respect to their purposes in using social media. This puts forward of the idea that the respondents' reading and writing skills have no connection with the purposes of going into the social media.

The difference in English competency with respect to monthly income is shown in the next Table.

Table 8. Difference on English Language Competency grouped by Monthly Income

Variable		F	p	Decision	Interpretation
Reading	Comprehension	1.83	.16	Not Rejected	Not Significant
	Vocabulary	1.48	.24	Not Rejected	Not Significant
	Analogy	2.64	.07	Not Rejected	Not Significant
	Main Idea	.83	.49	Not Rejected	Not Significant
	Topic Sentence	1.33	.29	Not Rejected	Not Significant
	Analysis and Interpretation	1.62	.21	Not Rejected	Not Significant
	Total	2.95	.05	Not Rejected	Not Significant
Writing		.20	.90	Not Rejected	Not Significant

Presented in the Table are p-values which are greater than 0.05 when the English language competency in terms of reading and writing were grouped according to monthly income. These led to the non-rejection of the null hypotheses which suggest that there is no significant difference on English language competency of the respondents as to reading and writing with respect to their monthly income. This further entails that whether the respondents belong to a well-off family or not, their reading and writing skills are not necessarily affected.

The difference in English competency with respect to language used in social media is shown in the next Table.

Table 9. Difference on English Language Competency grouped by Medium of Communication

Variable		F	p	Decision	Interpretation
Reading	Comprehension	.60	.62	Not Rejected	Not Significant
	Vocabulary	1.80	.17	Not Rejected	Not Significant
	Analogy	.78	.51	Not Rejected	Not Significant
	Main Idea	2.08	.13	Not Rejected	Not Significant
	Topic Sentence	.62	.61	Not Rejected	Not Significant
	Analysis and Interpretation	1.41	.26	Not Rejected	Not Significant
	Total	.94	.43	Not Rejected	Not Significant
Writing		2.06	.13	Not Rejected	Not Significant

Attitude towards Social Media and English Language Competency of Grade 11 Students of Surigao State College of Technology

Observed in the Table are p-values which are greater than 0.05 when the English language competency in terms of reading and writing were grouped according to language used in social media. These led to the non-rejection of the null hypotheses which suggest that there is no significant difference on English language competency of the respondents as to reading and writing with respect to the language used in social media.

Relationship between the Respondents' Attitude towards Social Media and English Language Competency
Table 10 shows the relationship between attitude of respondents towards social media and English Language competency.

Table 10. Relationship between Attitude of Respondents towardsSocial Media and English Language Competency

Variable		r	p	Decision	Interpretation
Reading	Comprehension	-.08	.67	Not Rejected	Not Significant
	Vocabulary	.02	.90	Not Rejected	Not Significant
	Analogy	.02	.91	Not Rejected	Not Significant
	Main Idea	-.15	.42	Not Rejected	Not Significant
	Topic Sentence	-.07	.72	Not Rejected	Not Significant
	Analysis and Interpretation	.11	.54	Not Rejected	Not Significant
	Total	.00	.99	Not Rejected	Not Significant
Writing		.04	.83	Not Rejected	Not Significant

Shown in the Table are p-values which are greater than 0.05 when the attitude of the respondents is correlated to their English language competency. These led to the non-rejection of the null hypotheses which suggest that there is no significant relationship between the attitude of the respondents and their English language competency. This means that whether their attitude to social media is negative or positive, their reading and writing skills remain independent and not related.

CONCLUSIONS
Based on the findings of the study, it is concluded that:
1. Access to social media especially Facebook has been affordable to the students despite meager income of parents in order to look for advanced career opportunities, for self-expression, for academic school work, to interact with friends, make new friends, and coordinating group projects in their classes.
2. The Grade 11 students, regardless of profile, lack technical skills in writing and understanding what they read, in giving meaning to words, comparing words, identifying the main idea of a paragraph, in pointing-out the topic sentence, and in analyzing and interpreting important lines.
3. Students' favorable attitude towards social media does not have a connection to their reading and writing skills.

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 parents being the partners of the school may monitor the whereabouts of their children and check in the school if their children are attending their classes.
3. 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.
4. Teachers should encourage their students to use English language in using Facebook to improve their English language competency.

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