

DESCRIPTIVE ANALYTICS OF THE WRITTEN COMMUNICATION SKILLS OF GRADE SIX PUPILS IN SOCIAL NETWORKING SITES: BASIS FOR CRAFTING ONLINE OUTCOME-BASED INSTRUCTIONAL MATERIALS (OOBIMs)

Trixie Estrebella-Cubillas
CARAGA STATE UNIVERSITY

Abstract

The main purpose of the study was to determine the written communication skills of Grade Six pupils in social networking sites among public and private schools which will be used as basis in designing Online Outcome-Based Instructional Materials (OOBIMs).

This study employed the descriptive analytics method. The statistical tools in interpreting the data gathered from the study were the frequency, weighted mean, and correlation. There were 125 pupils that were involved in the study. Majority of them were female. The questionnaires were used to gather data of the pupils' written communication skills in the social networking sites. The most used social networking site was Facebook and the number of hours that pupils spent in the said site was 1-2 hours. It was found out that in terms of punctuations and verb tenses, pupils use them occasionally when they post or comment on SNS. Capitalization and structure of sentences were oftentimes used by the pupils when they are on SNS. The pupils' age and sex do not have a significant difference on their written communications skills when they are using SNS. However, type of school has a significant difference in terms of their use of capitalization and verb tenses.

Keywords: descriptive analytics, internet, Social Networking Sites (SNS), written communication skills

1.0 Introduction

Outcome-Based Education (OBE) states that all students are capable of learning provided that all opportunities for learning are available in the educational institution. OBE has gained tremendous recognition internationally to promote education reform and policy. In the new trend, teaching, learning and training of students on the subject contents need not only be class-based but also can be carried out online, commonly known as e-learning (Akir, Eng, and Malie, 2012).

The 21st century has paved its way to the innovation of advance technologies that specifically involves education with just one click. Countries all over the world have been reforming education with the great involvement in the use of technology though internet with certain purposes.

Internet is the connection of computer all over the world. Once a computer is connected, sending, receiving of information like texts, videos, pictures and computer programs are now

easy. Ferle (2000) stated that the internet is like no other communication medium because of its ability to combine several of the unique qualities of each medium (that is, print, sound, and visual) into one, while allowing for two-way communication between advertiser and customer. This vast array of attributes makes the internet appealing as the new communication tool of the future and one that seems already to be catching the eyes of teens and marketers alike.

In addition Davis (2012) said that social media technology as web-based and mobile application shall allow individuals and organization to create, engage, and share new user-generated or existing content, in digital environments through multi-way communication. An interesting aspect in social media is that, it is not limited to desktop or laptop computers but could be assessed through mobile applications and smart phones making it very accessible and easy to use. Examples of these social media platforms both on the web and mobile application includes Facebook, Twitter, Youtube, WhatsApp, Instagram, blogs, etc.

Nowadays, twenty-first century teachers use social networking sites like facebook to extend lessons that cannot be covered inside the classroom. Group pages are made to represent an entire class in the virtual world. Homeworks, projects, reminders, deadlines, instructions are posted there to orient students in their certain academic subjects. Ahn (2011) sited that social networking sites provide a platform for the youth to participate in communities that help them to learn, and practice skills within a particular knowledge area.

According to Baruah (2012) , there are many different forms of social media including Internet forms, weblogs, social blogs, micro bloggings, pictures, video rating, and social bookmarking. Kaplan and Haenlein(2010) in Baruah (2012) said that there are six different types of social media: collaborative projects, blogs and micro blogs, content communities, social networking sites, virtual game worlds, and virtual communities. Technologies cover blogs, picture-sharing, vlogs (video blogs), wall-postings, email, instant messaging, music-sharing and others.

Belal (2014) said that as people are able to meet different people of different country, they are learning new language through their conversation in social media. 80 percent of teen users are now frequently social media sites, and they are using many different types of communication in the world of social media, like Netspeak, overuse of abbreviations or slang.

Belal (2014) explained that the writing and speaking of young generation is changing. In the digital social media, the young generations use some popular terms like LOL which is developed into unique words. It has a meaning greater than their original abbreviation. This type of text shorthand is now becoming a language all its own. As a result, they are using those languages formally in the public place.

With the penetration of Social Media communication in education and sharing of information becomes more convenient in the way learners communicate has risen up to the different level. Young generation has been accustomed in the way of expressing oneself over SNS. It is for this reason why the researcher would like to identify the level of written communication skills of the pupils in the social networking sites.

2.0 Theoretical Framework

The study is anchored on Social Learning Theory which was introduced by Albert Bandura (1977). This theory demonstrated that people learn and imitate behaviors they have observed in other people. Bandura (1977) says “man’s superior cognitive capacity is another factor that determines, not only how he will be affected by his experience, but the further direction his action may take.” In social learning system people acquire new pattern of behavior through direct experience or by observing the behavior of others

Moreover, according to Bandura (1977) , people can represent external influences symbolically and later use such representation to guide their actions. During the period of learning, people not only perform response, they also observe the differential consequences accompanying their various actions on the basis of informative feedback and they develop thought or hypothesis about the type of behavior which most likely to succeed. Social networking sites serve as model and bases in this study to determine the written communication skills of students.

3.0 Research Methodology

The descriptive analytics was used in this study. This method is appropriate for analyzing and evaluating the written communication skills in the Social Networking Sites of Grade Six pupils in the from the private and public elementary schools. It also used correlation analysis to determine the significant relationship of the pupils’ written communication skills in the social networking sites when grouped according to their profile.

The respondents of the study were the grade six pupils. The principal instrument which was used to obtain the needed data and information for this study was a researcher-made survey questionnaire. It was utilized to determine the written communication skills in the social networking sites of grade six pupils in the private and public schools. It was validated by (3) three teachers who have been teaching English for five (5) years and beyond. It was pilot-tested in a selected public school. It was proved to be highly reliable since it got a 0.839 (Cronbach’s Alpha). After getting a permission from the school heads of the respondent-schools, the researcher distributed the questionnaires to the respondents. The researcher retrieved, tallied, and submitted the data to the statistician. Based on the results of the statistical treatment, the researcher analyzed and interpreted the data. Afterwards, conclusions were made based on the results of the data analyses.

4.0 Results and Discussion

Problem 1. Most Used Social Networking Sites Among Grade Six Pupils

Shown in Figure 1 is the distribution of the most used Social Networking Sites among the grade six pupils.

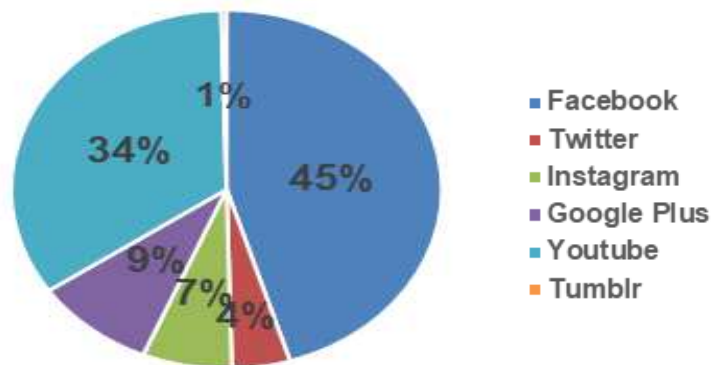


Figure 1. Distribution of the Most Used Social Networking Sites

Figure 1 shows that the most used Social Networking Site was Facebook which is 45% of the total population of 114 pupils. The least used social networking site was Tumblr with only 1 pupil which is equivalent to 1% in the total population. The result implied that most of the pupils used Facebook as their tool to connect with their friends and family online. In connection to the results above, Hutt (2017) stated that Facebook is the most popular social networking site by far. where it can share and upload pictures, videos, messages, chat, posting comments and many other features. Social media strategist Cosenza has been charting the most popular social networks and in his January 2017 World Map of Social Networks, based on traffic data from Alexa and SimilarWeb, reveals that Facebook is still the leader in 119 out of 149 countries analysed.

Problem 2. The Written Communication Skills Among Grade Six Pupils in Social Networking Sites in the Private and Public Schools

Displayed in Figure 2 were the responses of grade six pupils on the written communication skills in the social networking sites in terms of use of punctuations.

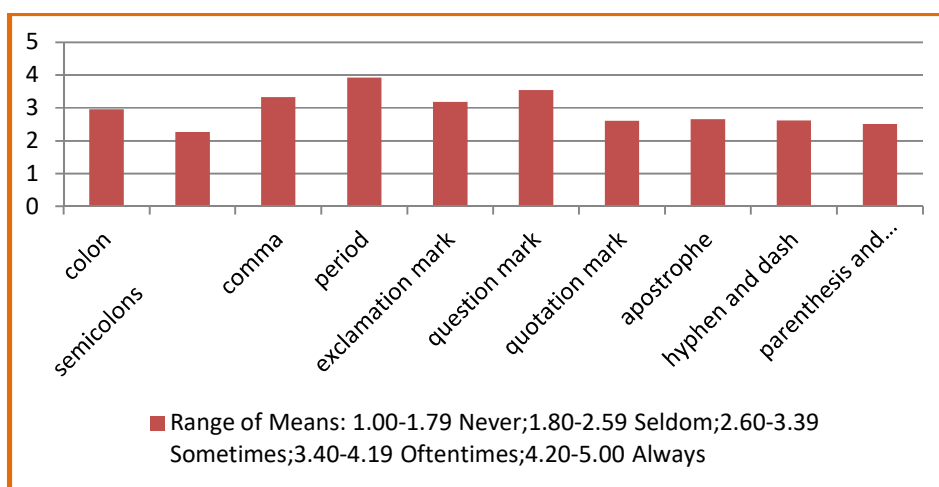


Figure 2. The Written Communication Skills of Grade Six Pupils in Social Networking Sites in Private and Public Schools in terms of Punctuation

Figure 2 shows that in terms of the use of punctuations, colon, exclamation mark, quotation mark, apostrophe, hyphen and dash, parenthesis and brackets were sometimes observed by the pupils when they post or comment on SNS however among them, period ranked the highest with the mean of 3.92, followed by question mark with the mean of 3.54 and the comma with the mean of 3.33. Least number of pupils seldom observed proper use of semicolons on SNS. The overall weighted mean of punctuation resulted into a score of 2.96 which implies that the uses of correct punctuations were sometimes observed by the pupils. This indicates that pupils observe occasionally the use of punctuation marks when they post a status or give a comment on social networking sites. This result is supported by Lenhart, et al. (2008) shared that 12-17 year-olds agreed that there is a fundamental distinction between their digital communications with friends and family and the more formal writing they do for school or for their own purposes. Only the latter is considered “writing” in teens’ eyes. Survey and focus group findings in the current study indicate this perception has not changed, either among students or their teachers, and that there remains a fairly strong conceptual divide between “formal” and “informal” writing.

Gleaned in figure 3 were the responses of the grade six pupils on the written communication skills in the social networking sites in terms of use of capitalization.

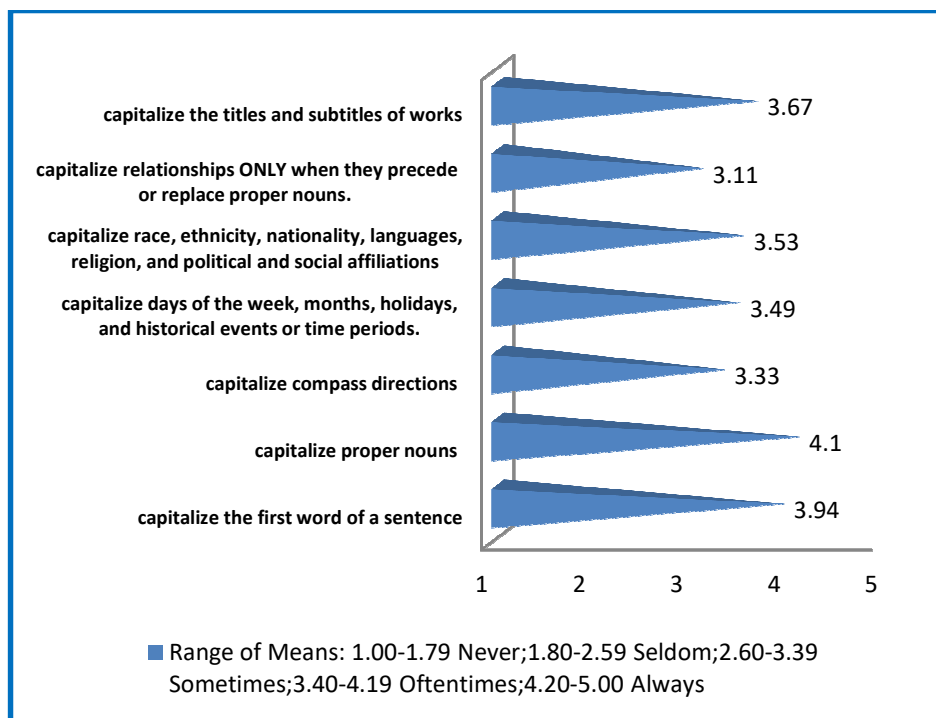


Figure 3. The Written Communication Skills of Grade Six Pupils in Social Networking Sites Among Private and Public Schools in terms of Capitalization

Figure 3 shows that in terms of the use of capitalization, capitalization of the first word of a sentence, capitalization of proper nouns, capitalization of the days of the week, months, holidays, and historical events or time periods, capitalization of social affiliations, capitalization of the titles and subtitles of works were used oftentimes by the pupils. Capitalization of the proper nouns got the highest mean of 4.10 which means it is oftentimes observed by the students. It is followed by the capitalization of the first word of the sentence with the mean of 3.94 (oftentimes) and capitalization of relationships only when they precede or replace proper nouns were sometimes used by the pupils with the mean of 3.11. The overall weighted mean of the use of capitalization is 3.60 which means that pupils frequently observed proper use of capitalization when they post or comment on SNS. The above results were in contrast with what was stated in Saylor Academy (2012) who claimed that with the advent of new social networking structures, such as text messaging, IM (instant messaging), and Facebook, the reliance on traditional standard capital letters has been relaxed in informal settings. This laxity got its start as a means of expediency since the use of capital letters required additional efforts for people using only a couple of fingers or thumbs for typing words.

Presented in Figure 4 were the responses of the grade six pupils on the written communication skills in the social networking sites in terms of use of verb tenses.

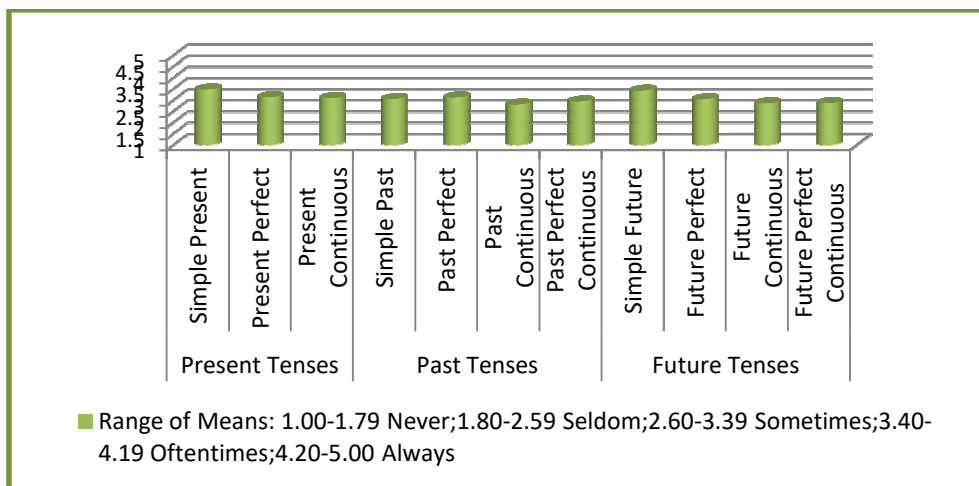


Figure 4. The Written Communication Skills of Grade Six Pupils in Social Networking Sites Among Private and Public Schools in terms of Verb Tenses

Figure 4 shows that majority of the pupils sometimes use Present Perfect, Present Continuous, Simple Past, Past Perfect, Past Continuous, Past Perfect Continuous, Simple Future, Future Perfect, Future Continuous, and Future Perfect Continuous. The use of simple present got the highest mean of 3.47 which means that the pupils oftentimes use simple present form of the verb. The overall weighted mean of the usage of verb tenses was 3.00 which means that pupils sometimes observed proper use of verb tenses and express clearly the time relationships among their ideas when they post or comment on SNS.

Shown in Figure 5 were the responses of the grade six pupils on the written communication skills in the social networking sites in terms of use of structure of sentences.

The figure generally shows that the pupils sometimes use compound sentence, complex sentence, compound-complex sentence when they post or comment on SNS however, among the structures of sentences, simple sentence is oftentimes used by them with the mean of 3.78. The overall weighted mean of the proper structure of sentences was 3.27 which means that pupils frequently observe the use of structure of sentences when they post or comment on SNS. Even with existence of 140-character limit, specifically on twitter, Belal (2014) stated that it is not that SNS has only negative impact in writing and speaking of the people, it also helps the young generation to learn new language, motivates them to learn and also improve their English language.

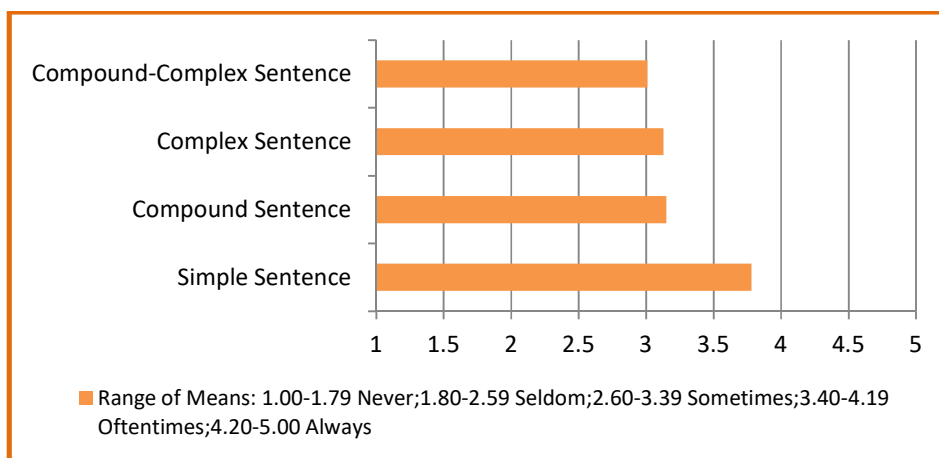


Figure 5. The Written Communication Skills of Grade Six Pupils in Social Networking Sites Among Private and Public Schools in terms of Structure of Sentences

Problem 3. Significant Difference in the Written Communication Skills of Grade Six Pupils in Social Networking Sites When Grouped According to Profile

Table 1 presents the significant difference of the written communication skills of grade six pupils in the social networking sites according to age.

In terms of age, the result showed that there is no significant difference in the written communication skills when using social networking sites, particularly, on the use of punctuation, capitalization, verb tenses, and structure of sentences. The results suggest that the ages of grade six pupils do not matter in the written communication skills when they use social networking sites. Lenhart (2008) explained that teens write a lot, but they do not think of their emails, instant and text messages as writing. This disconnect matters because teens believe good writing is an essential skill for success and that more writing instruction at school would help them.

Table 1. One - Way Analysis of Variance of the Written Communication Skills of Grade Six Pupils in Social Networking Sites in Private and Public Schools According to Age

		ANOVA					
		Sum of Squares	Df	Mean Square	F	Sig.	Description
Punctuation	Between Groups	1.251	3	.417	.620	.603	Not Significant
	Within Groups	91.394	136	.672			
	Total	92.644	139				
Capitalizations	Between Groups	.814	3	.271	.405	.749	Not Significant
	Within Groups	91.119	136	.670			
	Total	91.933	139				
Verb Tenses	Between Groups	.886	3	.295	.316	.814	Not Significant
	Within Groups	127.017	136	.934			
	Total	127.903	139				
Structure of Sentence	Between Groups	.182	3	.061	.059	.981	Not Significant
	Within Groups	138.899	136	1.021			
Total		139.080	139				

Level of Significance: $\alpha = 0.05$; * - Significant at 0.05 level

Table 2 presents the significant difference of the written communication skills of grade six pupils in social networking sites according to sex.

In terms of sex, the result showed that there is no significant difference in the written communication skills of the grade six pupils when using social networking sites, particularly, on the use of punctuation, capitalization, verb tenses, and structure of sentences. The results suggest that the sex of grade six pupils does not matter in the written communication skills when they use social networking sites. Javed (2013) found in his study, entitled A Study of Students' Assessment in Writing Skills of the English Language that there is no significant difference between the performance of male and female students in the competency of writing skills. This means that the sex of the pupils does not have an impact on the written communication skills of the pupils when they use social networking sites.

Table 2 One - Way Analysis of Variance of the Written Communication Skills of Grade Six Pupils in Social Networking Sites in Private and Public Schools According to Sex

		ANOVA					
		Sum of Squares	Df	Mean Square	F	Sig.	Description
Punctuation	Between Groups	.005	1	.005	.007	.931	Not Significant
	Within Groups	92.639	138	.671			
	Total	92.644	139				
Capitalizations	Between Groups	.966	1	.966	1.466	.228	Not Significant
	Within Groups	90.967	138	.659			
	Total	91.933	139				
Verb Tenses	Between Groups	2.268	1	2.268	2.491	.117	Not Significant
	Within Groups	125.635	138	.910			
	Total	127.903	139				
Structure of English	Between Groups	2.197	1	2.197	2.215	.139	Not Significant
	Within Groups	136.884	138	.992			
		139.080	139				
	Total	139.080	139				

Level of Significance: $\alpha = 0.05$; * - Significant at 0.05 level

Table 3 displays the significant difference of the written communication skills in social networking sites of grade six pupils according to type of schools.

The table reveals that the written communication skills of the grade six pupils in terms of type of school have significant difference. This means that the pupils between two schools have different views in the use of capitalization and verb tenses in the integration of social media. The above result was in contrast with the claim of Javed et al (2013), in his study entitled; A Study of Students' Assessment in Writing Skills of the English Language. He states that with regards to the performance of the students of public and private schools, there is no significant difference in the performance of the public and private school students in writing skills.

Table 3. One - Way Analysis of Variance of the Written Communication Skills of Grade Six Pupils in Social Networking Sites in Private and Public Schools According to Type of School

		ANOVA					
		Sum of Squares	Df	Mean Square	F	Sig.	Description
Punctuation	Between Groups	2.119	1	2.119	3.230	.075	Not Significant
	Within Groups	90.526	138	.656			
	Total	92.644	139				
Capitalizations	Between Groups	4.245	1	4.245	6.680	.011*	Significant
	Within Groups	87.689	138	.635			
	Total	91.933	139				
Verb Tenses	Between Groups	6.195	1	6.195	7.024	.009*	Significant
	Within Groups	121.709. 689	138	.882			
	Total	127.903	139				
Structure of English	Between Groups	3.133	1	3.133	3.181	.077	Not Significant
	Within Groups	135.947	138	.985			
		139.080	139				
	Total	139.080	139				

Level of Significance: $\alpha = 0.05$; * - Significant at 0.05 level

5.0 Conclusions

Evidently, the most used social networking site is Facebook which implied that most of the pupils used Facebook as their tool to connect with their friends and family online, and to share common interest and express feelings. Punctuations and verb tenses were sometimes used by the pupils when they post or comment on SNS. Capitalization and structure of sentences were oftentimes used by the pupils when they are on SNS. The pupils' age and sex do not have a significant difference on their written communications skills when they are using SNS. This indicates that age and sex of the pupils do not matter on their written communication skills in SNS. On the other hand, there was a significant difference on the type of school in terms of capitalization and verb tenses which suggest that the type of school the pupil is enrolled will matter on their written communication skills when they use SNS. The written communication

skills of the grade six pupils in terms of punctuations, verb tenses, capitalization, and structure of sentences which were revealed in this study were used as bases in the crafting of the Online Outcome-Based Instructional Materials.

6.0 Acknowledgement

This piece of work would never be possible if without the help of Ms. Janice R. Baccaro, Ms. May Ann B. Jovita, and Ms. Cherry May Z. Llagas. Thanks to these three female musketeers!

7.0 References

- [1] Ahn, J. (2011). The effect of social network sites on adolescents' social and academic development: Current theories and controversies. Retrieved from <https://onlinelibrary.wiley.com/doi/full/10.1002/asi.21540> on November 19, 2018.
- [2] Akir, O., Eng, T., Malie, S. (2012) *Teaching and learning enhancement through outcome-based education structure and technology e-learning support*. Retrieved from <https://www.ericdigests.org/1995-2/outcome.htm> on February 22, 2019.
- [3] Baruah, TD (2012). Effectiveness of Social Media as a Tool of Communication and its Potential for Technology enabled connections: A micro-level Study. Retrieved from http://www.ijssrp.org/research_paper_may2012/ijssrp-may-2012-24.pdf
- [4] Bandura, A. (1977). Social Learning Theory. Stanford University. Retrieved from <http://www.cogs.indiana.edu/spackled/2012readings/bandura.pdf> on January 31, 2019.
- [5] Belal, A. (2014). Influence of digital social media in writing and speaking of tertiary level student. Retrieved on <http://dspace.bracu.ac.bd/xmlui/bitstream/handle/10361/5557/12263005.pdf?sequence=1&isAllowed=y> on November 7, 2018.
- [6] Davis, C. (2012). Social Media in Higher Education: A literature review and research directions. Retrieved from <https://works.bepress.com/hfdavis/2/> on November 7, 2018.

- [7] Ferle, C., Edwards S., Lee, W. (2000). Teens' Use of Traditional Media and the Internet. Retrieved from <https://www.warc.com/fulltext/JAR/49270.htm> on November 7, 2018.
- [8] Hutt, R.(2017). The world's most popular social networks, mapped. Retrieved from <https://www.weforum.org/agenda/2017/03/most-popular-social-networks-mapped/> on January 31, 2019
- [9] Javed,M.(2013). A Study of Students' Assessment in Writing Skills of the English Language. Retrieved from <https://eric.ed.gov/?id=ED544075> on November 7, 2018.
- [10]Lenhart, A. (2008). Writing, Technology and Teens. Retrieved from https://www.researchgate.net/publication/259255028_Writing_Technology_and_Teens on November 7,2018.
- [11]Saylor Academy (2012). Handbook for Writers. Retrieved from https://saylordotorg.github.io/text_handbook-for-writers/index.html on January 31, 2019.