

SOCIAL NETWORK EXPOSURE AND STUDENTS' VOCABULARY PROFICIENCY OF SECOND LANGUAGE: BASIS FOR READING ENRICHMENT METHOD

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Abstract

The main concern of this study was to determine the relationship between the learners' exposure to social media networks and their vocabulary/lexical development. It assessed the students' digital resources, the considerable amount of time they spend on media networks, the duration of time they spend on these technologies, and the influences of this exposure on their vocabulary development. The study utilized the universal sampling with a total population of one hundred three (103) Grade 7 students in a private Catholic university in the City of Malolos, Bulacan during the school year 2020-2021. The results were analyzed and interpreted using statistical tests such as regression analysis in assessing the significant relationship between the learners' exposure to social media networks on their vocabulary/lexical development.

Keywords: Reading Enrichment, Second Language, Social Network Exposure, Students' Vocabulary Proficiency.

Introduction

Social network sites are the tool used to communicate with mass audience (Edosomwa, 2011). Annamalai as cited by Kasilingam and Chinnasamy (2018), said that students are enthusiastic about using social media sites as a learning tool for communicating with a big number of individuals which serves as a learning environment on the internet. Meanwhile, the vocabulary of a person is a collection of terms that they are familiar with. A vocabulary is a helpful instrument for communication and knowledge acquisition that develops through ages. Having a rich vocabulary is power and social network is influential hence, the combination of the learners' exposure to social network and vocabulary proficiency create a societal literacy (Colorado, 2007).

Learning a language necessitates relevant exposure to acquire sufficient second language (L2) knowledge and advanced skill (Krashen, 1985 as cited by Alahmadi, 2019). Exposure is vital to language learning because the more regularly the structure has been used, the more willingly the learner will be familiar with or produce the language. Exposures stand as a repetition drill that help with learners' lexical expansion, only the repetition of exposures could be unconscious - meaning, the learners might acquire language vocabularies they read in the digital space without them knowing the actual meaning of these lexicons (Ellis, 2002).

Nowadays, internet users continue to spend more time with social media sites than any other type of site (Nielsen, 2012). Agreeably, the Asia Digital Marketing Association found out that from a global average of 4.4 hours/day, a Filipino spends an average of 6.3 hours/day online via laptop and 3.3 hours/day via mobile phones. In the same study, over 40% of Filipinos own an active social media account. The percentage is larger than that of most technologically advanced countries like South Korea and Japan, whose social media penetration amounts to 30% and 19% respectively (Revesencio, 2015). Filipinos, particularly the youth are spending too much time using social media, which by and large, might affect necessary factors that can help them improve their reading comprehension skills and gain experiences in reading.

Consequently, social networking sites may provide valuable L2 input as well as opportunities to practice language skills for foreign language learners. The longer duration of exposure to Social Network Sites, specifically learning tools and applications that are engineered in establishing discussions and discourses, therefore, poses a higher tendency of language development, specifically lexical competence (Zainal and Rahmat, 2020).

One of the most difficult aspects of learning a second language is developing a wide vocabulary. Due to the current of the depth and variety of vocabulary in written texts compared to oral

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conversation, numerous scholars have examined the function and value of reading in L2 vocabulary learning over the last ten years (Nation, 1990). Vocabulary comprehension relies heavily on language knowledge. The more words a child understands, the better increase to the student's ability to acquire new words by employing a variety of successful teaching approaches (Colorado, 2007).

Furthermore, vocabulary learning in a second language (L2), also known as second language vocabulary acquisition, is the process by which people learn vocabularies in a second language (L2) after acquiring vocabularies in their first language (L1, also known as "native language" or "mother tongue") by Wu in 2012. One of the language components that can impact macro abilities is vocabulary. Active and passive vocabularies are the two main types of vocabulary. The words a person understands and use in regular speech and writing leads to an active vocabulary. On the contrary, the passive vocabulary is made up of terms that a person may recognize but do not use in everyday conversation (Nordquist, 2019, p. 1). A student's limited vocabulary is a significant barrier to learning a foreign language (Zhihong, 2000, cited by Subekti & Lawson, 2007, p.485). To bridge vocabulary gaps between students, particularly L2 learners and those in beginning reading programs, research has highlighted the importance of frequent exposure to vocabulary words, specific instruction on learning strategies, and sufficient time to engage with new words.

Goulart defined Social Network as a website that permits people that share similar interests and hobbies to interact and share expertise, knowledge, and information through videos or images. Zainal and Rahmat (2020), stated that sites and applications such as Facebook, YouTube, Twitter, Quora are not only considered mere entertainment softwares; some academic institutions have integrated these sites as learning tools. But the dominance that social media sites have gained over the years sparked debates and discussions as to whether these social networks have negative or positive impacts on language acquisition and learning.

Social networking sites serve as a vehicle for making information understandable, allowing pupils to learn it instinctively. Students, for example, will be able to learn new language from memes, comments, and popular articles that they can relate to on Facebook and Twitter. Students also use social media to share and discuss academic information. Facebook has had a significant impact on second language learning, according to studies undertaken by researchers (Derakshan, 2019).

Social Networks is also important to remember that vocabulary acquisition is influenced by frequency of usage and exposure to a variety of events, scenarios, forms, and settings (Pigada & Schmitt, 2006). Wilkins (1972), as cited by Zang (2016), backs up this claim: "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed. As a result, learning new vocabulary words through exposure and use of social media sites can help them expand their vocabulary."

Furthermore, students can learn a new language through social media platforms such as Twitter, which force users to condense their views due to the character limit. This causes many people to utilize text speak excessively. A unique language of abbreviations is used in this sort of shorthand. LOL (for "laugh out loud") has grown into a distinct word with a deeper meaning than its abbreviation. LOL is now commonly employed as a sort of punctuation to give a funny or light-hearted tone to messages. It is not necessarily meant to be taken literally. This is only one illustration of how the internet and text-shorthand are evolving into their own language (Young, 2017).

There are also online blogs available on the internet that English learners can use for information exchange. Similarly, Mutum and Wang (2010), as cited by Aydin (2014), stated that visitors to online blogs and social networking sites submit messages and leave comments on various topics, which helps learners enhance their English language skills. Social network sites are a popular way for people of all generations to communicate. Institutions have integrated social media like Twitter, Facebook, and YouTube as learning tools to impart new material and engage with students, in addition to be a communication tool.

The rise in popularity of social media has sparked a debate about whether these platforms can be used to educate and learn effectively (Rahmat, 2020). Although there are benefits, there are also drawbacks that may impair pupils' vocabularies. It is easy to believe that new types of technology have dumbed down the English language, according to Tenore (2013, pp. 4). Text messaging has reduced words to letters (e.g. CU L8r) and tweets are so densely packed with abbreviations and hash tags that they are scarcely readable. As a result, pupils may obtain incorrect information, which may hinder their vocabulary development and academic achievement.

According to a survey conducted by the Information Resources Management Association (2016), most talks on social media sites are full of abbreviations and misspelled words, implying a

general deterioration in proper language abilities. Hoffmann and Bublitz (2017), explain this circumstance by stating that most social network communication is focused with being pragmatic, and that accessibility and reciprocal comprehensibility are the highest priority. While abbreviations and incorrect language usage may be understandable to teenagers and young adults, older persons may struggle to comprehend modern casual language. However, the use of casual language, encouraged by social media, appears to have made English simpler for many individuals, but it appears that the ability to articulate deep concepts has been degraded (Zappavigna, 2012).

Another disadvantage of social media is that users may share too much information, which may put them in danger (Ali & Imtiaz, 2013). People who use social media should be aware of the dangers that come with it. In addition, some research has concentrated on the domain of foreign language vocabulary learning. Some of these researches focused on the use of new technologies to deliver L2 vocabulary, such as short messaging service (SMS), short video conferences, and online and offline podcasts (Nah, White & Sussex as cited by Dehghan, 2018). Connectively, the use of social network changes one's vocabulary. The meaning of some of our words is altered by social networking sites like Pinterest. The social media platform transformed the way the user thinks about the phrases "pin," "pinning," and "pinned." It was created to allow users to mark and classify interesting, fresh ideas.

Users may be perplexed as the terms pin, pinning, and pinned all have different official meanings. Hopkins (2020), also stated that in the written word, students do not develop the same level of accuracy. Students have become accustomed to not using proper spelling and grammar when speaking because of the rise in text messaging and social media tweets. This makes it difficult for others to grasp the true context of the conversation, particularly when speaking with people who did not grow up with technology as their primary mode of communication. Students can utilize technology to fix grammar with software that installs with the browser, such as Grammarly, but this sometimes comes at the cost of not knowing why a certain word or phrase is bad. If students start utilizing the same abbreviations in their spoken word, social media might influence their speech as well. Wilson (2014), cites several sources to support his point of view. In writing and "proper speech," informal contractions are not utilized. Learners may be affected by informal contractions and utilize them in their writing. Swan (2017), claims that social media has a negative impact on pupils' grammar and spelling.

The impacts of social network sites on second and foreign language acquisition found in a study conducted by Alharthy as cited by Alfaki (2014), demonstrated that learning through social networking sites is more successful than traditional learning. However, according to Swan (2017), there are drawbacks to exposure to social networking sites on second learners' vocabulary, such as the language used in the digital environment being inaccurate and trustworthy, which can lead to online disinformation and communication misunderstandings. Also, the use of casual contractions in conversation, such as the words "want you" with a contracted version "want' chu," or "kind of" to "kinda" - a language strategy that is popular among millennial and Generation Z students.

Learners may use this method of condensing words in official works, causing confusion. Learning vocabulary is one of the most challenging aspects of learning a language, but it is also the most important (Haddad, 2016). There are a variety of factors that influence students' ability to improve their vocabulary using digital resources, including inadequate English command, a lack of enthusiasm, linguistic insecurity, and so on (Mat & Yunus, 2014). To enhance language competence, learners must be exposed to various degrees of discourse elements and functions. This will aid in the development of critical literacies as well as the enhancement of creative and inventive language play distributions (Kasuma, 2017).

According to Nagy (2003), vocabulary knowledge is critical to reading comprehension; one will not be able to comprehend a text successfully unless he understands the meaning of the words he is reading. Vocabulary researcher Kumar (2014), body lent a theory centered on the three reasons why having a large vocabulary/lexical knowledge is a great criterion for measuring reading success. The first contends that a learner's ability to comprehend words and short chunks of phrases would soon enable them to comprehend passages, whereas the second contends that verbal aptitude entails comprehension of words and passages in a specific book (Kumar, 2014). However, the development of vocabulary knowledge during long periods of exposure to social networking sites is not solely due to blended-learning education, which encourages independent learning; they can also develop and expand their vocabulary knowledge simply by immersing themselves in popular entertainment and discussion sites like Facebook or Twitter (Abbasova, 2016).

Learners are also exposed to proper word pronunciation and current popular word usage through social media (Alharthy & Alfaki, 2014). The

way people speak and communicate inside various social media platforms are affected by the variances or distinctions in the services that these social media sites provide (Mansor, 2016). It introduces second language learners to the semantic or social context of vocabulary, allowing them to have a thorough understanding of how language is utilized and to apply that knowledge in real-life and authentic communication settings.

Although, social media sites enable users to read some narrative and informational texts, one of the findings in a study concluded that students tend to use social networking sites mainly for non-academic purposes for a fact that they consider it mostly as a social platform (Naizabekov, 2012). Students tend to pay more attention towards social options of social media rather than academic. It is in this context that the researcher would like to undertake this study to assess the learners' exposure to social network and vocabulary level and use the findings as baseline for a Reading Enhancement Program. Hopefully, the current study will contribute towards the effective, efficient, and meaningful outcomes of the pupils' reading ability by assessing the learners' exposure

to social network platforms and vocabulary level which would be utilized as basis for the formulation of a Reading Enhancement Program.

This study seeks to determine the influences of learner's exposure to social media networks on their vocabulary/lexical development. It aims to assess the digital resources students have, the considerable amount of time they spend in using media networks, the duration of time they spend on these technologies, and the influences of this exposure on their vocabulary development. The researchers found this study challenging because of the conflicting aspects that may affect the second language learners' vocabulary growth. There are contradictory parts to it, such as the good and negative effects of social networking sites to learning. In line with this, the researcher is looking for the results of second language learners being exposed to social networking sites to determine whether the outcome is favorable or negative, which will aid other researchers in their research for the study's subsequent development.

Conceptual Framework

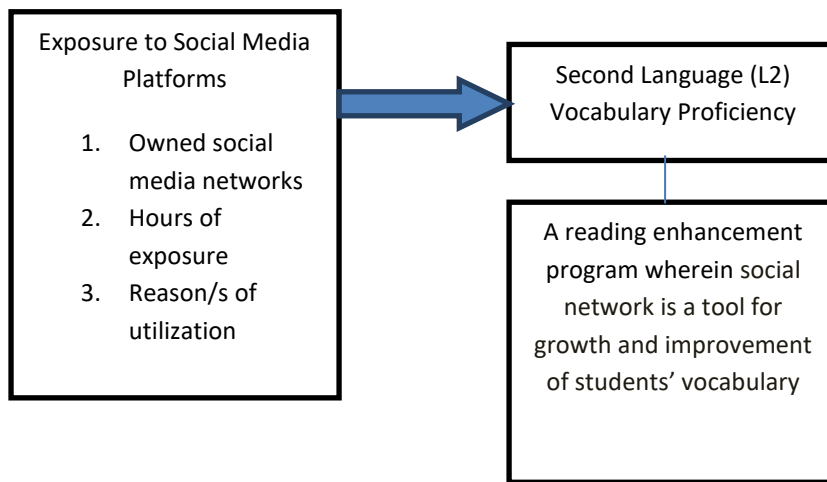


Figure 1: The Conceptual Paradigm of The Study

The conceptual paradigm demonstrates the flow of this study whose main purpose is to determine the effect of the frequency of social media usage and the reading vocabulary of the students.

Figure 1 includes the 2 variables of the study: reading frequency of social media usage (IV) and the reading vocabulary of the students (DV). There was an expected outcome of in case the independent variable affects the dependent.

Statement of The Problem

The focus of the study was to assess the learners' exposure to social media platforms and their

vocabulary level as basis for designing a Reading Enhancement Program. Specifically, this study sought to answer the following research questions:

1. How can the exposure to social media platforms of the learners be described in terms of:
 - 1.1 type and number of social networking account owned;
 - 1.2 number of hours the students spend browsing social media sites; and
 - 1.3 Students' purpose in using their social media accounts?
2. What is the vocabulary level of the students?

3. Is there a significant effect between the frequency of social media usage and the reading comprehension of the students?
4. What Reading Enhancement Program may be proposed based on the findings of the study?

Hypothesis of The Study

Ho- The learners' exposure to social network does not significantly affect their vocabulary level and there is no need for reading enrichment.

Significance of The Study

The findings of this study are considered significant for its originality. The researchers had in mind that the research material gave significance to the following sectors:

Learners / Students. Overusing of social media might contribute to the decrease of academic performance of the students particularly in their reading comprehension skills. Therefore, the result of this study would bring awareness to the students and they would be stimulated to assess themselves on how their habits affect their comprehension skills in reading. In the end, it would inspire the students to gain more experiences in reading and to expose themselves in different literary pieces and informational texts.

Parents. The finding of this study would make the parents fully understand the value of their role in directing the focus of their children. Parents have greater influence in motivating their children in developing time management skills so that students could control their usage in social media and at the same time, they still could spend time exposing themselves in activities that could enhance their reading abilities.

Teachers. The results of this study would serve as a reference for the English teachers to know the reading comprehension skills of the students and how social media affects the time of the students that should be used in reading. In that way, teachers would focus more on their student's specific needs in comprehension and use more effective reading materials. It would also guide them in making lesson plans and reading activities so that they could motivate their students in developing better reading techniques.

Guidance Counselors. Counselors would have deeper level of understanding on how social media really affects students and their reading comprehension that might be the cause of being unproductive in their academic tasks. This would help them in becoming more supportive and motivated to develop a comprehensive school

counseling program that also promotes active reading.

School Administrators / Educational Planners.

This study would be a great help for our school administrators to be informed about the current condition of our students' education in this age of social networking sites popularity. This would also guide them to develop a friendly environment conducive to reading so as to promote the good reading habits of the students despite the quick rise of social media. Administrators would be able to do that by improving reading programs that are already existing and by establishing learning intervention tools.

To the Government Policy Makers / Legislators.

Educational security is one of the issues that stated in this research material concerning on how social media affects the academic lives of the learners particularly in their reading comprehension. It would serve as an aid to the policy makers for them as to develop policies that can nurture or cultivate the reading comprehension of the students.

Future Researchers. To the future researchers, they could use this study as a reference for their own research.

Definition of Terms

For clearer understanding of the readers about the contents of this paper, the researchers included the definition of the following terms operationally and conceptually:

Vocabulary- Familiar words within a person's language. (Colorado, 2007)

Reading - This refers to the process of extracting meaning from a written or printed text. (Richard Nordquist, 2013)

Comprehension - This refers to one's understanding or grasping of idea from a given text.

Reading Comprehension - This is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

Social media - are computer-mediated tools that allow people to create, share, or exchange information, career interests, ideas, and pictures/ videos in virtual communities and networks.

Social Networking Sites - web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of

connections and those made by others within the system (Boyd & Ellyson, 2007, para. 4).

Methodology of The Study

This presents the necessary data gathering procedures that were involved in the study. This includes the discussion of the research method, respondents in the study, sampling procedure, research instruments, data gathering procedure and statistical analysis technique used to analyze the data.

Research Method

To attain one of the purposes of this study, the researcher will use the descriptive-survey method of research. According to Zulueta and Costales

which is cited by Alcedo (2015), descriptive survey “is appropriate wherever the object of any class varies among themselves and one is interested in knowing the extent to which different conditions obtain among these objects.” Additionally, this type of research answers questions and satisfies curiosity about certain phenomena. It also describes and elaborated the nature and causes of an existing phenomenon at the time of the study.

Sampling Technique

The respondents of the study have a total population of one hundred three (103) Grade 7 students in a private Catholic university in the City of Malolos, Bulacan during the school year 2020-2021.

Table 1: Distribution of Respondents

Year and Sections	Percentage (%)
Grade 7 Section A	35 (34.00%)
Grade 7 Section B	35 (34.00%)
Grade 7 Section C	33 (32.00%)
Total Population	103 (100%)

Instrumentation

The data gathering instruments to be used in this study are the questionnaire validated by experts and the standard test for Grade 7 students. The said questionnaire was tested to students not included in the study before it was utilized to the actual study. The researcher then asked for a professional help with a statistician to manually determine and compute the data gathered through research instrument.

Data Gathering Procedure and Ethical Considerations

The data gathering followed a systematic set of procedures. Hence, on the top of the procedures, the researcher applied the implementation of Republic Act No. 10173 or the Data Privacy Act of 2012.

All pertinent communications needed to execute the data gathering procedure were prepared. The research sought permission from proper authority through the school heads. Upon their approval, the researchers sent a letter to the students’ school adviser while the participants were notified through an informed consent form.

The questionnaires were distributed to the respondents via google forms since face-to-face

was limited due to Covid-19 restrictions. All questionnaires were collated and arranged in preparation for statistical treatment. The main data gathered from the respondents’ assessment of the administered questionnaire tallied, organized, analyzed and interpreted by the most appropriate statistical procedures.

Statistical Treatment of Data

The data gathered from the respondents were interpreted through the following statistical techniques and procedure:

1. Percentage

The percentage was used to determine the profiles of the respondents. According to Calmorin and Calmorin (2003), “this is a portion of a whole expressed in hundredths.

The formula of percentage is as follows:

$$P = f/N \times 100$$

Where: P = Percentage

f = frequency of each variable

N = total number of population

2. Weighted Mean

This was used to determine the subjective feeling of the respondents pertaining to the questions

raised in item number 4 of the questionnaire. According to Zulueta and Costales (2003), “this is used when variables being studied are abstract or continuous such that they cannot be counted individually.”

The formula of weighted mean is as follows:

$$fx = (f)(x)$$

where: fx = weighted mean
 f = frequency
 x = scale

The formula for an average weighted mean is as follows:

Where: \bar{x} = average weighted mean

F = frequency

$\sum f$ = total number of respondents

$\sum fx$ = summation of weighted mean

3. McCall-Crabbs Test Formula

This was used for the level of comprehension of the students based on the official McCall-Crabbs Test results. The G-scores (total number of right) for each selection were summed up to get the total average as the final basis of the respondents' comprehension level.

No. of right	1	2	3	4	5	6	7	8
G-Score	3.1	3.6	4.1	4.6	5.3	6.0	6.7	7.4

Table 1: Corresponding G-Scores for Every Test Score

4. R Pearson Product-Moment Correlation

This formula was used to measure the strength of a linear association between two variables which are the frequency of the time that students spent in Social Networking Sites and the results of their Reading Comprehension Test using McCall-Crabbs Test.

The Pearson correlation coefficient, r, can take a range of values from +1 to -1. A value of 0 indicates that there is no association between the two variables. A value greater than 0 indicates a positive association; that is, as the value of one variable increases, so does the value of the other variable. A value less than 0 indicates a negative

association; that is, as the value of one variable increases, the value of the other variable decreases.

Result and Discussion

This presents analysis and interpretation of the data gathered through the use of a survey questionnaire and McCall-Crabbs Standard Comprehension Test. Results were presented based on the specific questions posed in Chapter 1 using tabular and textual presentations.

Type and Number of Social Networking Account Owned

Social Media Owned	Frequency	Percentage (%)
Facebook	95	92.23%
Instagram	67	65.05%
Twitter	56	54.37%
Tumblr	8	7.8%
YouTube	101	98.06%
Myspace	3	2.91%
Pinterest	10	9.7%
Google plus	81	78.64%

Table 2: Displays The Type and Number of Social Networking Account The Students Owned

The results revealed that 95 or 92.23% of the respondents owned a Facebook account, 67 or 65.05% had an Instagram account, 56 or 54.37% kept a Twitter account, 8 or 7.8% of the students used Tumblr, and 101 or 98.06% of them has a YouTube account. The results of the study also indicate that 3 or 2.91% of the total population

owned MySpace account, 10 or 9.7% had Pinterest account, 81 or 78.64% used Google plus.

A new report from the New Global shows how many accounts the average person has and that is 5 social media accounts per individual. Furthermore, it was said by same research body that even though Facebook is the only major social media sites to see

a decline in active users over the last few years, it remains as the largest online community. 82% of the world's population has a Facebook account without including China. Therefore, 4 out of 10 people used the Facebook app regularly.

Moreover, New Global findings also supported the results of this study about how YouTube remains as the most popular social network. It has a visitation rate of 8% higher than Facebook because

users are not required to log in to their account in browsing YouTube contents. Hence, 81% of all internet users are saying that they have visited the YouTube site in the last month compared to 73% who visited Facebook (Davidson, 2015).

Number of hours the Students Spend in Browsing Social Media Sites

Number of hours the Students Spend in Browsing Social Media Sites	Frequency	Percentage (%)
Less than 1 hour	13	12.62%
1 -2 hours	21	20.39%
3 - 5 hours	30	29.13%
More than 5 hours	39	37.86%
Total	103	100.0

Table 3: Indicates The Number of Hours The Students Spend In Browsing Social Media Sites

The results indicated above shows that the number of respondents who browse social media sites for less than an hour was 13 or 12.62% while 21 or 20.39% of them spent 1 to 2 browsing hours. Out of the 103 respondents, 30 of them or 29.13% answered that they were using their social media accounts within 3-5 hours while the rest of the population which was 39 or 37.86%, responded 5 hours and more.

As a result, the data accumulated in this section is correlated with the report of The New Global research body in which they found out that the average person spends 5 hours browsing their social media networks every day (Davidson, 2018).

Student's Purpose in using their Social Media Accounts

Student's Purpose in Using their Social Media Accounts	Frequency	Rank
To find funny or entertaining content	97	1
To stay - up - to date with news and current events	78	2
To stay in touch with my friends	72	3
To share information	68	4
To read informational texts	66	5
To fill up spare time	56	6
To meet new people	50	7
To follow trends	46	8
To do business	6	9

Table 4: Shows The Students' Purpose of Using Their Social Media Accounts

The results revealed that 97 of the respondents use social media to find funny or entertaining content while 78 of them used social media to stay up-to-date with news and currents events, and 72 answered that they used it to stay in touch with their friends. Out of the 103 respondents, 68 used social media account to share information while 66 of them used it to read informational texts and 56

of them only wants to fill up their spare time. The results above also show that 50 of the respondents use social media to meet new people and 46 of them used it to follow trends. On the other hand, only 6 of the respondents answered that they use social media for business.

There are lots of possible reasons for adolescent's social media usage. The Students Online Usage Report conducted a research among 900 students around the world and they found out that most commonly selected reason for social media usage was 'to keep up to date'. This reason was followed for using social media as an "interesting" site then followed by 'for useful connections' and 'to have

my say'. The study also reported that younger respondents used mostly entertainment-based networks like YouTube (Bridgestock, 2013).

Overall Level of Vocabulary Skills of the Students

Material Used	G-Score	Average
Material # 1	7.4	6.3
Material # 2	6.2	
Material # 3	5.4	

Table 5: Presents The Overall Level of Vocabulary Skills of The Students

The results indicate that all the respondents' score in the Material # 1 was 6.97 while they got 5.81 in the Material # 2. On the other hand, the

respondents got 5.64 score in Material #3. Therefore, the average score of 6.14 reveals that the respondents level of vocabulary was grade 6.

Scoring in Material # 1	Frequency	Percentage (%)	G-score
1.0	0	0	7.4
2.0	0	0	
3.0	1	.97	
4.0	2	1.94	
5.0	6	5.83	
6.0	8	7.77	
7.0	16	15.53	
8.0	70	67.96	
Total	103	100.0	

Table 6: Shows The Number and Percentage of The Respondents Who Got The Correct Answers Per Item for Material #1

The result displays that 1 or 0.97% of the student got 3 correct answers while 2 or 1.97% of them obtained 4correct answers and 6 or 5.83% of the respondents got 5 correct answers. Out of the 103 respondents, majority of them got 8 correct

answers with the total number of 70 or 67.96% and 16 or 15.53% got a score of 7. On the other hand, only 8 or 7.77% of them got 6. As the overall result, the accumulated G-score for all the students in responding to Material #1 is 7.4.

Scoring in Material # 2	Frequency	Percentage (%)	G-score
1.0	0	0	6.2
2.0	1	.97	
3.0	1	.97	
4.0	5	4.85	
5.0	23	22.33	
6.0	28	27.18	
7.0	28	27.18	

8.0	17	16.50	
Total	103	100.0	

Table 7: Indicates The Number and Percentage of The Respondents Who Got The Correct Answers Per Item for Material #2

The result above portrays that 1 or .97% of the respondents got the score of 2. Moreover, only 1 or .97% obtained 3 correct answers out of 8 questions while 5 or 4.85% of them received 4 correct answers and 23 or 22.33% got a score of 5. It also

shows that 28 or 27.18% of the students obtained 6 and 7 correct answers while 17 or 16.50% got a perfect score. Therefore, the overall g-score for the entire student in Material #2 is 6.2.

No. of Correct for Material # 3	Frequency	Percentage (%)	G-score
1.0	1	.97	5.4
2.0	4	3.88	
3.0	1	.97	
4.0	16	15.53	
5.0	25	24.27	
6.0	39	37.86	
7.0	10	9.71	
8.0	7	6.80	
Total	103	100.0	

Table 8: Presents The Number and The Percentage of The Respondents Who Got The Correct Answer Per Item for Material #3

The findings revealed that out of the total population of 103, 1 or 0.97% of the students got 1 correct answer while 4 or 3.88% of them obtained 2 correct answers. Majority of the respondents got 6 correct answers with the total number of 39 or 37.86% and 25 or 24.27% of them got the score of 5. It also illustrated in the result that 16 or 15.53% of the students got the score of 4 and 10 or 9.71% got an almost perfect score and the number of the people who obtained a perfect score of 8 is only 7 or 6.80%. As a summary, the overall G-score for all of the students in Material #3 is 5.4.

Is there a significant relationship between the frequency of social media usage and the reading comprehension of the students?

Conclusion

Based on the results and findings of this study, the researchers concluded the following:

1. Based on the results of the research, accessing social media covers most of the time of the students whenever they have leisure time. It is evident that social media is becoming a part of the younger generation's routine and gradually taking control of their individual lives.

2. Social media users tend to use their social networking sites primarily for entertainment and non-academic purposes. It was viewed as a social platform because it enables them to stay in touch with their friends and only few of them viewed it as a means for reading informational texts.
3. According to the findings, the Grade 7 students have the reading ability matched for Grade 6 students. Therefore, the study concludes that reading can be compared to a muscle needed for workout, for the fact that students nowadays are not taking advantage to the overflowing information that is being bombarded in the society. Or the study can view that students are reading but their comprehension skills are declining and not improving because of considerable distractions in their reading environment that could interfere their attention span. In line with this, there is a need for a Reading Enhancement Method.

Recommendations

Based on the conclusions, the researchers recommend the following:

1. Utilize technology particularly social media to improve academic level of the students. School administrators should find a way on how the features of social media support or sustain the objective of the educational system. Students could be encouraged to be involved in activities like communicating with other social media users in English to improve their use of the language whether in speaking or in writing. They could also persuade them to like pages that are providing informational texts or pages that will add more knowledge to students, and to challenge their reading comprehension.
2. Parents have a huge role on guiding their children on using computers at home. Thus, they have primary influence on their children's behavior and attitude to control their use in social media and to limit the hours that the students spend in browsing their social media accounts or browsing the internet, so they could use their leisure time in other activities. Parents should be a role model as well in developing a reading habit. Truly, reading is a painless way to learn that is why parents should instill to their children the importance of reading.
3. Reading is one way for us to produce a literate society, so lawmakers should establish programs that could improve the current state of our students regarding their reading ability. They could consider the following; 1) provide more training for the teachers so they could develop teaching strategies while integrating the use of technology and to help students learn to comprehend text in an effective way; 2) a serious action should be taken as well in establishing a reading comprehension exam that should be conducted in every first quarter of the school year in all grade levels to assess their reading ability; 3) for the students who will get a failing grade or a low score to the reading comprehension exam should undergo remedial sessions to improve their reading skills.

Conflict of Interest

There is no conflict of interest between the authors in this manuscript.

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