Social Media Platforms in the Eyes of Junior High School Students: A Boon or Bane to English Communicative Competence

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Abstract: This study explored how students interact with social media and its effects on their English communication skills. We focused on a group of ten students from Cabantian National High School in Davao City. By using a phenomenological approach, we really aimed to get into their thoughts and personal experiences. Through in-depth interviews, we learned about their unique stories related to social media. Several common themes emerged from these conversations. Many students highlighted how social media has helped them stay connected with friends and family and has provided them quick access to information and entertainment. When discussing the positive impacts on their English skills, students noted several benefits. They found joy in how social media allows them to share information widely, engage with people from different cultures, and enhance their communication skills in English. However, their experiences weren't entirely positive; they also brought up some drawbacks. For instance, they mentioned that social media can disrupt their daily routines and sometimes lead to exposure to misleading or harmful information. The insights they shared were quite revealing. Students discovered that social media makes it easier to access free academic research, but many recognized that it might also trigger feelings of social anxiety. This highlights the important role educators play in helping navigate these platforms. Teachers need to be creative in how they use social media, guiding students on how to use their devices effectively for learning. It's crucial for educators to understand how students engage with social media in the classroom, ensuring it enhances their educational experience rather than detracting from it.

I. INTRODUCTION

Social media and networking platforms have become an integral part of our daily lives, especially for high school students. For many, these tools are not just a source of entertainment; they're vital for staying updated on schoolwork and keeping in touch with friends. While social media can bring joy and help people connect, it also raises important questions about how it impacts young lives and education.

With around three billion people worldwide using social media (Rasheed et al., 2020), it's evident that these platforms play a significant role in our modern culture, affecting not just students but also teachers and school staff. For many students, using apps to create and share content is now second nature, as noted by Qi (2018, cited in Bemmes, 2022). Research by Muhametjanova & Ismailova (2019, cited in Bemmes, 2022) highlights that social media serves as a space for connection, creativity, and communication.

That said, the debate about the benefits and drawbacks of social media is far from settled. Al Jenaibi (2017) points out how it can influence political discussions, while Bvuma (2011) discusses its transformative effects on how we share information. Baruah (2012) emphasizes that sharing online enhances communication, especially among students.

However, there's a downside to this digital interaction. Studies, including one by Sponcil and Gitimu (n.d.), reveal that many students often find themselves mindlessly scrolling through their feeds rather than actively engaging with peers. This sort of one-sided interaction can lead to a lack of meaningful connections. Sociolinguist Sovignon (2018) examines how our online interactions shape our communication skills, essential for effective participation in society. Hymes (n.d., cited in Whyte, 2019) offers a framework to understand these skills better.

Interestingly, a survey of first-year college women found that they spend about half their day on social media, whether messaging friends or browsing for updates. However, excessive use of social media—especially on

networking sites and TV—has been linked to poorer academic performance, according to research by Lifespan (2013). In contrast, activities like listening to music and reading newspapers seem to have a positive impact on academic success, which is a notable contrast to worrying trends.

Another important issue is the distraction social media can cause in classrooms. Teachers often struggle to gauge their students' engagement levels, as the lure of social media can distract them from face-to-face conversations, which may interfere with their communication skills.

In the Philippines, the influence of social media has become particularly evident during crises. Researchers like Tandoc et al. (2015) have shown how these platforms are crucial communication tools in emergencies. A notable example was during Typhoon Haiyan in 2013 when Twitter introduced Twitter Alerts to disseminate timely information during the disaster. Social media played a significant role in sharing updates, coordinating relief efforts, and honoring those affected.

This research aims to explore the experiences of junior high students at Cabantian National High School regarding their social media use and its effects on their English communication skills. We want to gain insights into whether they view these effects as more positive or negative.

➢ *Review of Related Literature*
To understand how social media affects junior high school students, it's important to consider its role in their lives and communication skills. The topic "Social Media Platforms in the Eyes of Junior High School Students: A Boon or Bane to Communicative Competence" invites us to explore how these young individuals are navigating the digital landscape and its impact on their interactions.

For many students today, social media is woven into the fabric of their daily lives. It serves as a platform for discussing various topics, sharing experiences, and staying connected. Research indicates that social media can enhance collaboration on school projects, which has led educators to explore ways to integrate these tools into their teaching methods to make learning more interactive and enjoyable.

A study by Anderson and Jang in 2018 revealed some interesting insights about teens and their social media habits. Nearly half of the students tend to showcase their accomplishments online, while 44% like to share updates about their families. Personal experiences, including dating (34%) and emotional reflections (22%), also find a place in their posts. What's especially telling is that about 50% of these interactions are intended for their close friends to understand, highlighting the intimate nature of their connections. It's not surprising that 45% of teens often post selfies, and 42% enjoy keeping their friends posted on their everyday lives.

Many teens have a hopeful perspective on social media, with around 81% feeling more connected to their friends

online. In fact, 37% feel much closer to them, and about 69% believe these platforms help them better understand their friends' feelings. Social media creates a supportive community, especially during tough times, with 68% of students affirming its positive influence.

The benefits of social media for social interaction are significant. A majority of teens report feeling more engaged (71%), confident (69%), authentic (64%), and sociable (61%) thanks to their online presence. They value the opportunity to connect with diverse individuals, with 69% believing that social media enables them to meet people from different backgrounds.

Research by Stathopoulou et al. in 2019 highlighted the importance of integrating social media into educational contexts, showing that it can greatly enhance the learning experience for both students and teachers. However, it's crucial to find a balance; overuse can lead to negative outcomes. While the benefits are apparent, it's essential to approach social media usage thoughtfully to avoid potential downsides in learning.

As students increasingly harness social media for educational purposes, they find it a convenient and flexible way to extend learning beyond the classroom. Some studies even suggest that regular use of these platforms could improve their communication skills.

However, the amount of time spent on social media can be a double-edged sword. While it can facilitate meaningful conversations and clear expression, there are also risks involved. Issues like cyberbullying pose serious threats to students' academic experiences and overall well-being.

Experts like Gorhe in 2019 caution that excessive social media use might actually hinder students' communication skills, leading to anxiety in face-to-face interactions with peers or teachers. Additionally, the prevalence of shorthand expressions, like using "k" for "okay" or "cuz" for "because," can impact writing habits and academic performance.

➢ *Theoretical Lens*
This study centers around the Uses and Gratification Theory of Mass Communication, which dives into the reasons why people are drawn to media and how they find fulfillment in their engagement with it. Instead of viewing audiences as passive recipients of information, this theory highlights that media consumers are active participants in the process. Researchers Jay G. Blumler and Elihu Katz played a significant role in shaping this idea, particularly with their influential work in 1974 titled "The purposes of mass communication: Current perspectives on gratifications research." This research provided valuable insights into the motivations behind our media interactions.

At its core, the theory seeks to uncover what people do with different media channels and what drives their choices. Katz and Blumler referred to these motivations as "the social and psychological origins of needs," which ultimately shape our expectations about media. This leads us to engage with content

in various, meaningful ways. For instance, the enjoyment we find in media often goes beyond just the content; it also encompasses how we engage with it and the social situations surrounding our media consumption (Perse, 2014).

Initially, studies mainly focused on what led audiences to prefer traditional media and the gratifications they gained from it. However, as new technologies emerged, the focus gradually shifted to these modern platforms. The Uses and Gratifications approach has adapted to better understand how these innovations fit into our everyday media experiences. This theory has been widely used by researchers around the world to explore how younger generations, in particular, interact with social media.

In this study, we aim to uncover the reasons why junior high school students are attracted to social media platforms. By examining their needs and the satisfaction they gain from their online experiences, we hope to shed light on this important aspect of their lives.

II. METHOD

This research project aims to understand how junior high school students feel about the impact of social media on their communication skills. Through one-on-one interviews, we hope to uncover their personal experiences and gain a better understanding of their views. The interview questions are crafted to encourage students to open up about their unique stories regarding how social media has changed the way they communicate. We've used open-ended questions to invite them to share detailed and rich responses that truly reflect their real-life interactions.

In qualitative research, employing various methods can help us capture different facets of a topic. For example, participant observation lets us witness firsthand how students engage with one another in their daily lives, allowing us to notice the natural flow of their interactions. In-depth interviews are especially valuable for uncovering personal stories and opinions, particularly when discussing sensitive subjects. Focus groups offer a platform for students to share common experiences and cultural norms, enriching our understanding of the challenges they collectively face.

At its core, this research is grounded in the principles of phenomenology, as highlighted by Patton (2002). It seeks to reveal the essence of students' experiences from their own perspectives. Ultimately, the goal is to grasp how junior high school students perceive the effects of social media on their communication skills and the implications this has for their interactions in everyday life.

➤ *Philosophical Assumptions of the Study*

The philosophical assumption is a framework for collecting, analyzing, and interpreting facts in a particular field of research. It set the context for the subsequent conclusions and actions. Typical philosophical assumptions are classified into many sorts, which are discussed further below. A solid research project starts with the topic, challenge, or area of interest, as well as the paradigm.

➤ *Ontology*

This section of the study focuses on how the problem connects to the nature of reality. According to Creswell (2013), the reality is subjective and multifaceted, as evidenced by the study's participants. For the qualitative researcher, the ontological question concerns the nature of reality. Individuals in the research scenario build reality. As a result, numerous realists, such as the researchers, the persons being researched, and the reader or audience understanding the study. In this study, students from Cabantian National High School in Davao City, Davao del Sur, addressed how they see the influence of social media on communicative competence.

In this study, I relied on the participants' voices and interpretations through substantial quotations, themes that mirrored their words, and evidence of varied viewpoints. The study participants' replies were categorized and evaluated to create and construct the commonality and discreteness of responses. I ensure that the participants' answers are appropriately coded to ensure the trustworthiness of the results. The researcher maintained the genuineness of the replies and avoided developing personal biases as the research progressed.

➤ *Epistemology.*

This refers to understanding how knowledge claims were supported by keeping as close to the respondents as necessary during the research to acquire firsthand information. According to Guba and Lincoln, as cited by Creswell (2013), the researcher aimed to reduce the gap between themself, and the participants based on epistemological assumptions. He proposed that as a researcher, they collaborate, devote time in the field with respondents, and emerge as an "insider."

➤ *Axiology.*

This refers to the importance of values in research. According to Creswell (2013), the function of values in a study is crucial. According to axiology, the researcher should freely disclose the values that create the story and include their perspective as well as the interpretation of the participants. I uphold the value and worth of every piece of information obtained from participants. The researcher is aware of the study's personal and value-laden character. As a result, I kept the value of the participant's replies and carefully evaluated them in light of their interpretation.

➤ *Rhetorics.*

This philosophical premise emphasized that the researcher may write in a literary, informal manner with a personal voice, utilizing qualitative terminology and limited definition. The researcher employed the first person in the study setting to describe students' perceptions of social media influences on communicative competence who were participants in this endeavor.

➤ *Qualitative Assumptions*

The methodology is distinct from the method. Methodology refers to a creative and responsive approach to

understanding topics and subject matter, whereas method relates to specific knowledge and practice (Gerodias, 2013).

The researcher's interest in students' perceptions of the effects of social media on communicative skills served as the foundation for conducting a qualitative study. This issue was addressed utilizing phenomenology in the hopes of addressing how students perceive the effects of social media on communicative ability. Two assumptions underpin phenomenological inquiry. The first is that experience is a legitimate, rich, and satisfying source of information.

According to the definition, human experience is seen as a bedrock of knowledge about human phenomena rather than an untrustworthy source. The second assumption of phenomenological research is the belief that the real world is a rich and valuable source of information and that by evaluating how an event occurs in our everyday lives, we may learn a lot from ourselves and get essential perspectives on the nature of an event (Morrissey & Higgs, 2006).

In this study, phenomenology focuses on extracting the most pristine, unspoiled data. In specific interpretations of the methodology, the researcher employed bracketing to chronicle personal interactions with the subject to help separate themselves from the process.

➢ *Design and Procedure*

The qualitative research method of phenomenology was applied in this study. A number of people who have firsthand knowledge of an event, circumstance, or experience were interviewed. The interview or interviews aim to address two main questions. The data was reviewed and reread for similar phrases and themes, which were then aggregated to produce meaning clusters (Creswell, 2013). The researcher arrived at a more thorough knowledge of the phenomena by constructing the universal meaning of the event, circumstance, or experience. It is an ideal research design to address the study's interest, which centers around the essence of a specific event (Lin, 2017).

In this study, phenomenology aims to extract the purest, unspoiled data. In some interpretations, the researcher uses bracketing to chronicle personal interactions with the subject to help separate himself or herself from the process. Memoing is one way of bracketing (Maxwell, 2013).

➢ *Ethical Considerations*

Given the current state of qualitative research, interactions between researchers and participants can be ethically hard for the former because they are directly involved in various stages of the study. As a result, developing particular ethical norms in this regard is critical.

The connection and relatedness established between the researcher and the respondents in qualitative studies can raise a variety of ethical misgivings, and qualitative researchers confront quandaries such as confidentiality, the establishment of honest and open interactions, and the avoidance of misrepresentations.

According to Richards and Schwartz (2012), a core ethical criterion of all research is that it be scientifically sound. The study must be well-planned and carried out by researchers with appropriate levels of experience and supervision. It should be worthwhile because the end outcome produces substantial advantages.

Furthermore, Sanjari, et al (2014) stated that consent had been regarded as a vital aspect of ethics in research conducted in several domains. It is critical for qualitative researchers to establish in advance which data will be gathered and how they will be used. He also noted that informed permission is required for every study involving identifiable individuals unless an ethical committee determines that such consent is not feasible, and the benefits of the research exceed the potential damage. A minimum standard for an interview study is that participants provide written consent after being informed, both orally and in writing, about the following issues: the purpose and scope of the study, the sorts of questions that are likely to be asked, the use to which the results will be put, the method of anonymization, and the extent to which participants' utterances will be used in reports. Participants should also be given time to think about their involvement and to ask the researcher questions.

In this study, the researcher would adhere to ethical issues as part of the qualitative research method. The researcher was obligated to fully tell the participants about the various parts of the investigation in understandable language. The following concerns require clarification: the nature of the study, the possible involvement of the participants, the identity of the researcher, the goal of the research, and how the results will be publicized and used.

Similarly, this research will be submitted to the Rizal Memorial College graduate school's ethics committee for verification and approval.

➢ *Research Participants*

The participants in this study were composed of ten (10) informants. The selected informants were grade-7 students from different sections of Grade 7 curriculum of Cabantian National High School, Country Homes Cabantian, Davao City Division. All the participants have experienced and employed social media platforms.

In general, qualitative studies need a smaller sample size than quantitative analyses. Qualitative sample sizes should be big enough to elicit input on most impressions if not all. Acquiring most or all the perceptions will result in saturation. When adding more participants to research does not result in more viewpoints or information, the study is said to be saturated.

Carlsen and Glentos (2011) suggested that qualitative researchers need more transparency about sample sizes and the underlying reasoning behind these. There are no specific and rigid guidelines when choosing an acceptable sample size in qualitative research. Different writers proposed various

sample sizes for phenomenological study. A sample size of 6 to 20 people is adequate (Ellis, 2016).

Qualitative sampling is defined as selecting relevant information sources to investigate meanings, whereas theoretical sampling is defined as selecting persons, circumstances, or processes on theoretical grounds to explore emergent ideas and create theory as data analysis advances (Fossey et al., 2015)

> *Data Collection*

According to Creswell (2013), finding individuals or locations to research and gaining access to, and establishing rapport with participants is a crucial element in the process. Determining a technique for a deliberate sampling of persons or venues is a closely connected phase in the process. After the inquirer has chosen the venues or persons, judgments must be taken regarding the best data-gathering methods. To acquire this information, the researcher constructs protocols or written procedures for capturing data, such as an interview or observational protocols. In addition, the researcher must anticipate data collecting concerns, known as "field challenges," that may arise, such as insufficient data, the need to leave the field or site prematurely, or leading to lost information. Lastly, a qualitative researcher must select how to keep data conveniently to be accessible and safeguarded from harm or loss.

The data-gathering procedure in this study included seven phases. First is the site or individual; the participants were the junior high school students from Cabantian National High School, Davao City, Davao del Sur.

Second, access and rapport; a letter from the Dean of the Graduate School was supplied to the graduate student for division superintendent approval; a letter of authorization for the Schools Division Superintendent; and the school Principal were developed for data gathering.

The third technique is purposeful sampling, in which all participants have experienced the event under study. In this study, ten (10) informants were chosen. There will be 5 females and 5 male respondents coming from grade 7 curriculum of Cabantian National High School. The qualifying junior high school students were chosen as the group of people who could best tell the researcher about the research topic. They were also recognized as persons who have experienced the event and may help with data collecting. The informants are chosen based on their active engagement in social media platforms with multiple accounts.

The fourth category is data types, the method of gathering information, which was mainly accomplished through the Face-to-Face In-Depth Interview (IDI) with the ten (10) informants.

The fifth aspect is the recording process; a protocol was employed in the observation and interviewing procedures—a pre-designed form for recording data gathered during an observation or interview.

The sixth aspect is field concerns; this study used limited data collecting. The last or seventh phase is data storage; all data obtained in the research inquiry must be stored in a database to back up the information gained for all sorts of research investigations.

The COVID-19 Health Protocols. The data were obtained during the Corona Virus Pandemic (COVID-19); therefore, the processes established by the Inter-Agency Task Force (AITF) standards were followed. The data collection of the Face-to-Face Depth Interview (IDI) was carried out in accordance with the guidelines for Social Distancing, which is one of AITF's responsibilities to prevent being polluted and infected by COVID-19.

> *Data Analysis*

All the data acquired for this study was thoroughly examined and analyzed. The researcher began by sharing personal experiences with the phenomena under investigation. The researcher begins with a detailed explanation of her encounter with the phenomena. This is an attempt to separate the researcher's own experiences from the participants' experiences. The researcher creates a list of significant statements, then discovers statements indicating how the subject was experiencing the issue, ranks these key statements in order of importance, and tries to create a list of nonrepetitive, nonoverlapping statements. The researcher gathered the key statements and organized them into bigger information units known as "meaning units" or themes. The researcher describes "what" the phenomenon was like for the study participants. The researcher then describes "how" the experience occurred. This is known as "structural description," and the inquirer considers the environment and context in which the phenomena were observed. Finally, the researcher composed a composite description of the phenomenon that included both textural and structural descriptions. This passage was the "essence" of the experience and represented the apex of a phenomenological investigation.

> *Thematic Analysis.*

Analysis of Thematic Content A thematic analysis attempts to find patterns of themes in interview data. One of the benefits of thematic evaluation is that it is a versatile method that can be used for both exploratory studies, where the researcher has no idea what patterns are being sought and more deductive studies, where the researcher knows exactly what he or she is looking for. Whatever type of study is conducted and for what purpose, the essential aspect of the analysis is that the researcher respects the data and attempts to represent the interview results as accurately as possible.

> *Document analysis.*

Document analysis is qualitative research in which documentary material is analyzed using a systematic approach to answer particular research questions. Document analysis, like other qualitative research methodologies, necessitates frequent inspection, study, and interpretation of the data in order to obtain meaning and empirical intelligence of the construct being examined. Document analysis can be done as a standalone study or as part of a more extensive

qualitative or combined methods study, where it is frequently used to triangulate findings from another data source. Documents can corroborate or refute, elucidate, or expand on findings from other data sources when used in triangulation, which helps to avoid bias.

➢ *Triangulation of Data.*

Using many methods to collect data on the same issue is referred to as triangulation. This is a means of ensuring the validity of research by using a range of approaches to gather data on the same issue, which includes diverse sorts of samples as well as data collection methodologies. However, the goal of triangulation is to capture different dimensions of the same phenomenon rather than to cross-validate data.

➢ *Environmental Triangulation.*

Environmental triangulation is only used in investigations when environmental conditions may impact the findings. This sort of triangulation uses many settings, locations, and other characteristics, such as the investigation's time, day, and season. The goal is to establish which of these elements influences the information received and then adjust those factors to see if the results are the same. If the findings stay unchanged in changing environmental conditions, validity can be established (Naeem & Saira, 2019). In this study, such triangulation was adopted since, as previously stated, environmental triangulation best suited the environment of the research being undertaken.

III.   RESULTS AND DISCUSSIONS

This part of the research dealt with the research questions and its answers based on the responses of the participants of the study. The participants revealed their experiences as they tried to strengthen the indigenous people's cultural values during the pandemic period in Cabantian National High School, specifically from Davao City Division.

➢ *The Experiences of Students Engaged in Social Media Platforms*

It is a common knowledge that students in this generation have been engrossed with the social media platforms. They spend most of their time browsing their gadgets or lap top computers. Based on the narratives of the participants of this study, they were able to unravel the reasons behind their student's utilization of social media.

➢ *Keeping in touch with friends and family.*

It is a common idea that most of the students spend many hours working in their various social media platforms. They seem to enjoy what they are doing since they were mostly connected with their friends online. Being in touch with friends through the social media made their day, regardless of the happenings surrounding them. During the pandemic times, most of the students were given all the chances to work on with their school requirements using the social media platforms. At the same time, these students took time to get in touch with their friends to have group studies or simply ask clarificatory questions pertaining to their class work.

➢ *Some of the Responses of the Participants were noted as follows:*

• *Because it used to keep in touch with friends and our family and also to easily access information (P1)*
• *It gives a chance to reach out on many people and increase your brand awareness among them (P2).*
• *To connect with others, network, be entertained, stay informed and express ourselves (P4).*
• *To laugh, chat with my family even if we're not each other sometimes and to have fun just watching some videos that is enjoyable (P6).*
• *Because I can quickly communicate with my family and friends (P7).*

As mentioned by P1, the social media was used to connect with friends and for easy access to various information. As mentioned by P2, he was given the chance to reach out to many people without going out of their home. The same idea was mentioned by P4. While P6 reasoned that the social media was the means of enjoying their chat with friends as watching some videos while P7 said that he could quickly communicate with family and friends.

Social media is a fantastic way to stay in touch with family and friends, whilst keeping up to date with the latest news stories around the world particularly those surrounding the COVID-19 virus. Plus, it is easy to access, whether you are using a desktop computer, laptop, smart phone or tablet. Many of you reading this article will already be familiar with social media, but for those who want to get started, or have older friends or relatives who could use social media to help stem the loneliness of self-isolating or social distancing, here is a quick guide to some useful social media platforms and tools (Falkirk, 2023).

Lipman (2021) claimed that social media is used by billions of people worldwide, and this popularity is not expected to stop anytime soon. It is used to keep up with the news, educate yourself, follow your favorite sports teams and celebrities, and even make new friends you would have never met otherwise. But in addition to these, social media can be exceptional for staying in touch with your family. According to surveys, most people who use social media do so to stay in touch with their family and friends. It becomes a safe and convenient way for older people to communicate with their adult children and grandchildren, along with friends, without worry in a world still consumed by COVID-19.

➢ *Easy access to information.*

Procuring information through the social media was so easy. With the advent of various social media platforms, each one was allowed to access basic information form the internet through the Google. Learning was not so difficult during the pandemic since the internet through the different platforms was able to provide them with the answers of their queries.

➢ *Some of the participants narratives were:*
Engaging in social media platforms plays an important role in every student's life because it is often easier and more convenient to access information, provide information and

communicate via social media. Teacher and students can be connected to each other and can make good use of these platforms for the benefit of their learning and teaching (P3).

- *Because I can easily access information (P7).*
- *To provide helpful and performative responses to users seeking information and guidance in various areas of interest (P8).*

Based on the narratives of the participants of this study, P3 cited that her engagement with social media platforms made it easy for her to access information and communicate. The students were easily connected with their teachers through the social media P7 and P8 still cited that they had easy access for basic information. As for P8, the social media provided much help in his research.

Computers, multimedia, software, electronic communication, the web, and other information technologies are common in educational institutions today. The ability to access and use this technology has become essential to full participation of students in academic and other school-related activities. For most educational institutions, accessibility is commonly addressed as an afterthought and on an individual basis, often making it difficult, time-consuming, and costly to provide adequate access. A better approach is to consider the needs of all possible users in the planning phase, when considering the role that technologies will play in an educational entity's future. This approach, known as universal design, results in a technology-enhanced learning environment that benefits all users, including those with and without disabilities (University of Washington, 2023).

Agliolo (2020) cited that the recent rise in technology has increased human reliance on the internet to access news, information, and basic facts. Although it is very easy nowadays to clarify uncertainties with an instant search, there are more important advantages to remembering facts and thinking for oneself. In general, it is easy to use information on the internet to create an argument, or find out basic information, however, the importance of not becoming too reliant upon technology is an extremely relevant topic to today's society.

➢ *Provision of Entertainment.*

The various social platforms provided a great deal of entertainment. With the many choices of platforms having all the games and videos. It can be noted that most of the students were engrossed with the games, especially the boys who were almost totally engaged in games. A few of them were occupied with their personal research activities. Some were engrossed with their chatting activities with their friends.

➢ *The Responses of the Participants were as follows:*

- *Can talk with people, to inform people, and to entertain people (P6).*
- *Social media platforms are useful websites because we can access information quickly and communicate with one another easily. But for me it is either negative or positive (P7).*

- *These platforms can provide me various forms of entertainment, communication, and connection with other people (P8).*
- *The satisfaction I get from social media platform is that I can share information's, messaging, sharing, watching videos, and online selling (P9).*

Based on the discussions of the participants of this study, the students can talk, inform, and entertain other people as per P6. For P7, the social media are useful websites since almost all the information can be accessed. As for P8, the social media platform provided various forms of entertainment, be it videos or games or just the simple chatting. While for P9, he got satisfied since he can share different information through messaging, sharing, watching videos, and online selling.

Murphy (2022) postulated that in every era, technology has made entertainment better. From improving acoustics in the days of Greek tragedies to empowering mind-blowing special effects in modern film, technological advancements are constantly being leveraged to stretch the boundaries of the entertainment industry in a variety of ways. Over the last few years, fueled in large part by the limitations imposed by a global pandemic, entertainment has looked to tech to expand the ways in which people can engage. Screens have become smaller, but they reach farther. We have more choices to make, but we get better guidance on what choices might suit us. As the restrictions brought by Covid begin to recede, tech has the opportunity to help the entertainment industry to bring the immersive, self-directed experiences many have come to appreciate at home into public entertainment spaces. Here are five ways that I believe we will see that happen in the next five years.

Jones (2022) assumed that the media and entertainment industry are experiencing unprecedented change, exacerbated by recent unforeseen events. Traditional linear and printing business strategies struggle to generate sales and profits. The industry is also changing direction and is rapidly adapting to digital business models. Consumers are increasingly streaming material online, participating in online gaming tournaments, and effectively attending events. Rapidly changing consumer behavior requires faster development and transformation of the entire supply chain, from content creation and delivery to consumption. The COVID 19 pandemic, which began in 2020, has accelerated the fundamental issues and trends that the media and entertainment sector has long faced. In addition, digital transformation trends in the media and entertainment industry are focused on increasing video advertising, demanding digital experiences, and increasing mobile data usage due to growing demand. All of these are continuing in the present as well.

Prajapati (2022) expounded that communication is instant now. It is how technology has affected communication in the modern world. We were expected to wait for several days and even months to receive a reply from the other side in earlier times. This modern era has eliminated this

requirement. Technology has come up with new ways of communication; online means being the most prevalent one.

Dispatch (2018) reported that technology and communication are not mutually exclusive. In the rise of digital communication, technology can actually help communication skills because it allows people to learn written communication to varying audiences.

Fennel (2022) noted that advances in technology have led to the birth of many new methods of electronic communication, such as social networking websites and videoconferences. The increase of electronic communication has helped to eliminate time and distance as obstacles to communication. This has been beneficial to many parts of society, including business, education and international relationships.

➢ *Disadvantages of Social Media*
Altering daily routines. As per observation of the students' behavior during the pandemic, they were all focused on their respective gadgets. This means that the students have dedicated almost all their times browsing their cellular phones, laptops, or desktop computers. As a result, the home daily routines were altered. The home tasks of the students were no longer followed. Most of them were glued to their respective gadgets, whether they were doing school assignments or simply playing.

➢ *Some of the responses of the participants were as follows:*

• *Because other social media platforms distract us from learning and it can make us loss of concentration (P2).*
Distraction and reduce productivity. Social media can be a distraction and interfere with students' ability to focus and complete their academic tasks, leading to reduce productivity. This is because social media platforms are designed to be engaging and to keep users coming back for more (P3).

• *Because it distracting you and make you addicted on social media (P4).*
• *It gets addicted, can harm our eyes because we do not stop using cell phones because of social media. Sometimes the videos that we watch is bad (P6).*

Participants 2, 3 and 4 provided the same responses when asked about the disadvantages of suing the social media platforms. They all mentioned that it led them to distractions. The social media altered their routines for both the school and home chores. According to P3, it interferes with students focus and productivity. Eventually, the use of the social media resulted to addiction to it.

➢ *Feeding bad or harmful information.*
Let us face the reality that the social media is not only a source of good information, but it is also the source of bad or negative information. There are several platforms that offers games, which have become immensely popular to students. There are also access to other sites that shows adult related videos. Other regular on-line kiddie shows were noted to have

a bad influence on the behavior of the child who is watching the show. The children tend to imitate the characters of the show, therefore, giving a negative behavioral pattern as adopted from what these children watch.

➢ *The Participants responses were noted:*

• *Because some videos that we see are bad and crazy that some people even do it that can harm our learning (P6).*
Because, false and harmful information can easily spread. We can find false information, people with malicious intense can easily prey on certain people, cyber bullying is common in social media platforms, private information can be leaked, harmful images or videos can be posted in certain social medias and etc (P7).

Participants 6 and 7 narrated that some of the videos uploaded for free in some social media platforms provides a bad influence on the viewers. Other students or youngsters try to imitate the actions of the actors in the movies or videos. According to P7, these videos easily spread. More so, cyberbullying was also rampant in the social media. In the latest news, a lot of private information's were leaked to everyone.

Anderson and Rainee (2018) conveyed that there were considerably fewer complaints about the personal impact among these expert respondents. But their own lives and observations give testimony that there are ways in which digital life has ill-served some participants. The following anecdotes speak to the themes that the internet has not helped some users' well-being.

Clark (2019) noted that everyone is worried about smartphones. Headlines like "Have smartphones destroyed a generation?" and "Smartphone addiction could be changing your brain" paint a bleak picture of our smartphone addiction and its long-term consequences. This isn't a new lament public opinion at the advent of the newspaper worried that people would forego the stimulating pleasures of early-morning conversation in favor of reading the daily.

Kaspersky.com (2020) theorized that with tens of billions of internet-connected devices around the world, technology surrounds us like never before. There are many positive aspects to technology not least, helping us stay connected to others, which has been a lifeline throughout the pandemic but alongside the benefits, there are also potential health consequences that should be considered.

Based on the accounts of the participants, their insights were noted and carefully decoded to come up with a good idea that may contribute to language learning of the students.

➢ *Convenient access to free education.*
One of the positive insights learned from the narratives of the participants was the convenience or accessibility of the internet usage for learning activities. At a click of the finger, gargantuan information can be accessed from the social media, this is beneficial to all the online learners and teachers.

➢ *Some of the insights drawn from the participants were noted:*

Provides analytics for businesses on different social media channels it helps business owners understand how well their social media campaigns are performing(P1).

Using social media platforms to know about research, to chat, it enables us to get more information and to find meaningful words(P6).

Social media platforms can provide a convenient way to connect with others and access information but they can also be a source of misinformation and negativity. It's important to use them wisely and balance online and offline interactions (P8).

Based on the insights of P1, the social media can be a very good source for data analytics, this means that some businesses or financial forecasting of schools can be done. This is contributory to the academic planning of the schools. For P8, the participant focused on the importance of connectivity for information dissemination. The social media has enhanced the communicative competence of the students since they were free to browse the social media and make use of the available software used to enhance their speaking skills. There were also several choices of practice videos and work activities that were easily downloadable.

Brown (2020) postulated that while we often hear about the negative effects of excessive screen time and the dangers of social media, we don't always hear about the positive ways technology makes a difference in our lives, especially when it comes to learning. When used well, technology can help improve education for students, parents, and teachers.

Go Guardian Team (2023) revealed that equitable access to technology is worth fighting for. Technology can empower students and enhance their learning. It also increases the number of opportunities they are exposed to.

IV.   IMPLICATIONS AND FUTURE DIRECTIONS

In this chapter, the summary of the study is presented, from the summary of the findings, I drew the implications and future directions. The purpose of my study was to find out the views of junior high school students on the effects of social media on their communicative competence. This study was conducted in Cabantian National High School, specifically from Davao City Division.

To achieve the research objectives, I made use of qualitative phenomenological method with the use of thematic analysis. In adherence to Cresswell's (2006) guidelines in which open ended questions for interview were applied to get authentic understanding of the secondary students' experiences. Furthermore, through this interview approach, I encouraged my participants to openly discuss their own definition or meaning of the phenomenon being explored which were their views on the social media platforms whether it affected the communicative competence along the way.

Based on the results of thematic analysis of the responses of the student participants as to their experiences, advantages and disadvantages, and insights in using various social media platforms, the following themes emerged: the experiences of the students in using the social media platforms kept them in touch with friends and families, easy access to information and provision of entertainment. The advantages of social media for the English communicative competence of the students revealed the following: sharing of large information, global connectivity, and enhanced English communicative competence. The disadvantages were: alteration of daily routines and feds bad or harmful information. The insights of the participants were: convenient access to free academic research and it can cause social anxiety.

➢ *Implications*

● *The Results of my Analysis Revealed the Following Significant findings:*

The experiences of students engaged in social media platforms revealed that they were able to keep in touch with their friends and relatives. It has been observed that the use of social media made people closer despite the distance. Nowadays, it is easier to communicate with friends through the hand-held gadgets. Despite the geographical distances, still, people were able to reach each other by a click of the finger. Communication is now easier than before. There is no limit to discussions over the messenger or vide calls. Communication was made easy through the current technological advancements brought about by telecommunications companies.

Another experience of the participants was making easy access to information. As narrated by the participants, as students, they were able to access many information almost without limit. The mere encoding or typing of basin words in the search engines can give thousands of information. It is through this way that the students enhanced their English communicative competences. There were thousands of practice activities and videos available for free. These are added strength on the classroom activities.

The social media has become a brilliant provider of entertainment. Having thousands of available videos and games are more than enough to entertain the students and mature people alike. The games can be downloaded in the cellular phones for free, therefore we see most of the children and students quite busy browsing their gadgets. Movies and video stories can also be downloaded for free.

The advantages of using social media bared three themes namely: sharing large information which were constantly done by the participants of this study. As a source of knowledge, the students relied on the availability of the information from the internet or social media. This is due to the accessibility of the various social media platforms for free. The second themes were on global connectivity; this means that everyone can be reached through the social media. These are almost no more barrier to communication. A small amount of money spent for the loads of the gadget can bring

back thousands of information within the touch of the fingers. Another advantage of the social media platforms was on the enhancement of English communication competence. Having thousands of available videos and practice activities on the internet, these contributed to the enhancement of English competence of the students.

Some of the identified disadvantages of social media was on alteration of daily routines. It is a reality and clearly observed impact of overuse of the gadgets. Most of the students don't care about their responsibilities at home or at school. Most of them were busy browsing their gadgets. The second identified disadvantage of the social media was that if feeds bad or harmful information. With the thousands of information readily available online, some of these do not fit the age of the user. There are mature websites that can easily browsed by the younger aged users, having all these bad influencers online, the student's attention was redirected, therefore giving a negative impact to the lives of the users.

The insights drawn from the participants of this study revealed that it is convenient to access free academic research. Given the free access, the students can openly browse any website that he or she thinks would provide all the information needed for learning. There are many English practice activities available online. Free video recorded activities are likewise available. These enhances the English communicative skills of the students. On the other side of the study, social media can cause social anxiety. Having seen too much from the various platforms may contribute to the confusion of the young minds to comprehend what they learned from the social media. The users' sedentary lifestyles may also contribute to anxiety.

➢ *Future Directions*

Based on the findings of the study, it is important that the findings are properly relayed and used by the significant people whom this research was intended for.

DepEd Personnel & School Heads, may review some school policies on the use of gadgets in the classrooms. Policies on social media may be thoroughly reviewed to provide a better opportunity to the students and teachers in the school campus.

Teachers may be more resourceful in using the social media platforms and properly guide the students in the utilization of their hand-held gadgets or computers. It is imperative that the teachers are always aware about the utilization of student social media platforms inside the class.

For the students to be properly guided by their class teachers and advisers on the use of the social media platforms which are usually free.

For the future researchers, a similar study may be conducted in other regions or divisions. The researchers may consider other stakeholders as participants. Studies on millennial habits and computer expertise may also be explored.

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