

Familiarity of Facebook Slang Words and Reading and Writing Practices of BA English Students



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ABSTRACT: This study focused on the familiarity of Facebook slang words and communication practices of 67 first year BA English students of Carlos Hilado Memorial State College enrolled on the Second Semester of the Academic Year 2018-2019. Specifically, this study focused on the level of familiarity on Facebook slang words and the extent of reading and writing practices using the Descriptive-Correlational Method of research. The data were obtained through the use of researcher-made questionnaire. The statistical tools used in this study included the mean, standard deviation, t-test, One-Way ANOVA, and Pearson's Product-Moment Correlation.

The results showed that the level of familiarity of first year BA English students is Excellent when grouped according to high school of origin and average length of time spent on Facebook. However, the extent of reading and writing practices is to a Moderate Extent when grouped according to high school of origin and average length of time spent on Facebook. There is a significant difference in the level of familiarity on Facebook slang words when students are grouped according to high school of origin while there is no significant difference in the level of familiarity on Facebook slang words when students are grouped according to average length of time spent on Facebook. No significant difference is seen in the extent of reading and writing practices when students are grouped according to high school of origin and average length of time spent on Facebook. There is no significant relationship between the level of familiarity on Facebook slang words and the extent of reading and writing practices of students.

KEYWORDS: Familiarity, Facebook slang words, reading and writing practices

INTRODUCTION

Facebook slang words refer to a variety of everyday languages used by different communities on Facebook (Yuliati, 2013). It may take form as metaphors, similes, and other figures of speech, may be new coinages, existing words may acquire new meanings, narrow meanings of words may become generalized and words may be abbreviated (Moreno, 2013). Facebook slang words are changing the way people use language. It has drastically changed the way we communicate. With the advent of various words that add up to our vocabulary, learning English has become an even more interesting endeavor (Reed, 2014).

Language evolves over time and every year, new words are added to our vernacular. Internet slang words, which is any word or phrase used in informal setting among certain groups of people, is one of the many results of the rampant use of internet. Facebook slang words affect communication. Kolowich (2014) mentioned the fast pace of change on the internet means we are adopting more words faster than ever before. Coleman (2012) asserted that language is changing more quickly, but technologies have developed and they allow transmission of slang terms to pass from one group to another much more quickly.

Despite ranking second in terms of spoken English, it is alarming to note that the Philippines ranks second to the last in writing proficiency (Cerera, 2017). The level of English proficiency of college graduates from the Philippines is lower than the target English proficiency of High School students in Thailand, according to a study conducted by the Hopkins International Partners, which is the official Philippine representative to the group called Test of English for International Communication (GMA News Online, 2018). The researchers of this study have observed and recognized the downturn in the English proficiency among Filipinos. Likewise, they acknowledge that the acquisition of English communication skills will contribute to the employability potential of college students. As a result, the researchers conducted this study to further address the issue of reading and writing practices with the advent of Facebook slang words during the Second Semester of Academic Year 2018-2019 with the goal to determine the students' level of familiarity of Facebook slang words and the extent of their reading and writing practices.

This study sought to determine the relationship between familiarity of Facebook slang words and reading and writing practices of Bachelor of Arts in English freshmen students of Carlos Hilado Memorial State College – Talisay Campus during the Second Semester of Academic Year 2018-2019.

Specifically, it sought to provide answers to the following questions:

Familiarity of Facebook Slang Words and Reading and Writing Practices of BA English Students

1. What is the level of familiarity of students on Facebook slang words when taken as a whole and grouped according to: a) high school of origin and b) average length of time spent on Facebook?
2. What is the extent of reading and writing practices when grouped according to: a) high school of origin and b) average length of time spent on Facebook?
3. Is there a significant difference in the level of familiarity on Facebook slang words when students are grouped according to: a) high school of origin b) average length of time spent on Facebook?
4. Is there a significant difference in the extent of reading and writing practices when students are grouped according to: a) high school of origin b) average length of time spent on Facebook?
5. Is there a significant relationship that exists between the level of familiarity on Facebook slang words and the extent of reading and writing practices of students?

In view of the inferential problems, the following hypotheses were advanced:

1. There is no significant difference in the level of familiarity on Facebook slang words when students are grouped according to high school of origin and average length of time spent on Facebook.
2. There is no significant difference in the extent of reading and writing practices when students are grouped according to high school of origin and average length of time spent on Facebook.
3. There is no significant relationship between the level of familiarity on Facebook slang words and the extent of reading and writing practices of students.

MATERIALS AND METHODS

Research Design

This study used the descriptive-correlational research design using the survey method through researcher-made survey questionnaire. A descriptive-correlational study is a study in which the researcher is primarily interested in describing relationships among variables, without seeking to establish a causal connection (Quaranta, 2017). This research design assisted the researchers to analyze and determine the level of familiarity on Facebook slang words and the extent of reading and writing practices of students.

Respondents of the Study

A total of 67 randomly selected BA English freshmen students of Carlos Hilado Memorial State College – Talisay Campus took part in this study. The respondents were classified according to the variables high school of origin and average length of time spent on Facebook during the Second Semester of Academic Year 2018-2019.

Table 1

BA-English	N	n	% Sections
28	23	35	
27	23	33.75	
25	21	31.25	
Total	80	67	100

Distribution of Respondents

N = Total Population

n = Sample Size

SAMPLING DESIGN

A sample of 67 was drawn from the total population of 80 freshmen Bachelor of Arts in English students. The sampling design used in this study was the Stratified Random Sampling in which members of the population are first divided into strata then are randomly selected to be a part of the sample (Williams, 2019). Stratified Random Sampling ensured that each subgroups of a given population was adequately represented within the whole sample population of the study. Stratification gives a smaller error in estimation and greater precision than the simple random sampling method. The greater the differences between the strata, the greater the gain precision (Kenton, 2019).

RESEARCH INSTRUMENT

The study used a researcher-made survey questionnaire. To meet the objectives of the study, it was divided into 3 Parts: Part I included Profile of the Respondents which include the respondent's name, high school of origin, and average length of time spent on Facebook, Part II included Reading and Writing Practices with 6 items each, and Part III included Familiarity of Facebook slang

Familiarity of Facebook Slang Words and Reading and Writing Practices of BA English Students

words with 23 items of Facebook slang words where respondents were given the chance to write the meaning of each Facebook slang word.

There were five scales of interpretation stated on the questionnaire namely always, often, sometimes, rarely, and never that helped the researchers in determining the students' level of familiarity on Facebook slang words and the extent of their reading and writing practices.

Validity of the Research Instrument

Validity refers to the degree to which an instrument accurately measures what it intends to measure (Li, 2016). Only one instrument which was the familiarity of Facebook slang words and reading and writing practices test to be used in this study undergone validity testing.

The content validity of research instrument was established using the criteria set forth by Lawshe to determine whether the instrument is essential, useful but not essential, or not essential. The modified research instrument was presented to the five (5) validators who were considered experts in the field of test constructions vis-à-vis the topic under investigation.

The total number of items rated as essential revealed that the research instrument is valid. The result of CVR is .99 which is considered as valid.

Reliability of the Research Instrument

Reliability refers to the degree to which an instrument yields consistent result (Li, 2016). The researchers used Cronbach's alpha to test the reliability of the research instrument. Cronbach's alpha is a measure used to assess the reliability or internal consistency of a set of scale or test items. A total of 30 Bachelor of Secondary Education Major in English freshmen students who were not actual respondents of the study was used to test the reliability of the research instrument. Parts II and III of the research instrument undergone reliability testing and the results are .761 and .708 respectively showing that the research instrument is reliable.

Data Gathering Procedure

The researchers went through the following steps of procedures in collecting the data for the study.

Officially asked permission from the Dean of the College of Arts and Sciences to conduct the study. After the consent was obtained, the researchers personally administered the distribution of the questionnaires to the respondents, instructed them of what to do and gave them assurance of confidentiality; and finally, gathered the accomplished questionnaire for data processing and analysis.

Data Analysis Procedure

The statistical tools used in this study included the mean and standard deviation which was used to determine the level of familiarity on Facebook slang words and the extent of reading and writing practices of first year BA English students.

The t-test was employed to determine the significant difference in the level of familiarity on Facebook slang words when students are grouped according to high school of origin and the significant difference in the extent of reading and writing practices when students are grouped according to high school of origin.

One-Way ANOVA was used to determine the significant difference in the level of familiarity on Facebook slang words when students are grouped according to average length of time spent on Facebook and the significant difference in the extent of reading and writing practices when students are grouped according to average length of time spent on Facebook.

Pearson's Product-Moment Correlation was used to determine the relationship between the level of familiarity on Facebook slang words and the extent of reading and writing practices of students.

RESULTS AND DISCUSSION

Level of Familiarity of Students on Facebook Slang Words

Table 2 presents the level of familiarity of students on Facebook slang words when taken as a whole, when grouped according to high school of origin and average length of time spent on Facebook.

Table 2. Level of Familiarity of Students on Facebook Slang Words when taken as a whole, when grouped according to high school of origin and average length of time spent on Facebook

Variable Grouping	Mean	Interpretation	SD
Entire Group	19.31	Excellent	3.58
High School Origin			
Public	18.49	Excellent	3.97
Private	20.46	Excellent	2.60
C. Average Length of Time Spent on Facebook			

Familiarity of Facebook Slang Words and Reading and Writing Practices of BA English Students

Very Short	19.54	Excellent	3.32
Short	19.17	Excellent	4.19
Average	18.75	Excellent	4.00
Long	19.80	Excellent	3.11
Very Long	19.50	Excellent	3.00

Note: 18.20-23.00 - Excellent, 13.40-18.19 - Very Satisfactory, 8.60-13.39 – Satisfactory, 3.80- 8.59 - Fair, 0.00-3.79 - Poor

As shown in Table 2, generally, the students ($M = 19.31$, $SD=3.58$) attained an “Excellent” level of familiarity on Facebook slang words. It also shown that students got an “Excellent” level of familiarity on Facebook slang words both in public ($M=18.49$, $SD=3.97$) and private ($M=20.46$, $SD=2.60$) high school origin. When grouped according to the average length of time spent on Facebook, the students attained an “Excellent” in every scale from very short length of time ($M=19.54$, $SD=3.32$) to very long length of time ($M=19.50$, $SD=3.00$).

This means that students, regardless of how long they use Facebook per day and what high school they graduated from, have a great amount of knowledge regarding Facebook slang words and they are aware of its existence.

In Namvar and Ibrahim’s (2014) study, people are getting familiar with slang words. Slang words are becoming such frequent and significant feature of a language that without sufficient familiarity with them, complete understanding of the speakers’ speech would not be possible.

Slang word is such an essential element of language that without its presence, a language may appear artificial and spiritless (Skolnik, 2015).

Extent of Reading and Writing Practices when students are grouped according to high school of origin and average length of time spent on Facebook

Table 3 presents the extent of reading and writing practices when grouped according to high school of origin and average length of time spent on Facebook.

Table 3. Extent of Reading and Writing Practices of students when grouped according to high school of origin and average length of time spent on Facebook

Variable Grouping	Mean	Interpretation	SD
Entire Group	3.09	To a moderate extent	0.43
High School Origin			
Public	3.11	To a moderate extent	0.47
Private	3.06	To a moderate extent	0.39
C. Average Length of Time Spent on Facebook			
Very Short	2.95	To a moderate extent	0.37
Short	3.20	To a moderate extent	0.49
Average	3.17	To a moderate extent	0.36
Long	3.05	To a moderate extent	0.22
Very Long	3.37	To a moderate extent	0.78

Note: 4.50-5.00 - To a very great extent, 3.50-4.49 - To a great extent, 2.50-3.49 - To a moderate extent, 1.50–2.49 - To some extent, 1.00-1.49 - To a small extent

As shown in Table 3, generally, the extent of reading and writing practices of students ($M = 3.09$, $SD=0.43$) were “To a moderate extent”. It also shown that students were “To a moderate extent” of reading and writing practices both in public ($M=3.11$, $SD=0.47$) and private ($M=3.06$, $SD=0.39$) high school origin. When grouped according to the average length of time spent on Facebook, the students were “To a moderate extent” in every scale from very short length of time ($M=2.95$, $SD=0.37$) to very long length of time ($M=3.37$, $SD=0.78$).

This means that students have an average reading and writing practices in terms of how long they use Facebook per day and what high school they graduated from.

Familiarity of Facebook Slang Words and Reading and Writing Practices of BA English Students

Difference in the Familiarity on Facebook Slang Words of the Students when Grouped According to High School of Origin and Average Length of Time Spent on Facebook

Table 4 and 5 below present the *t-test* and ANOVA results, respectively, for the difference in the level of familiarity on Facebook slang words when students are grouped according to high school of origin and average length of time spent on Facebook.

Table 4. t-test Results for the Difference in the level of familiarity on Facebook slang words when students are grouped according to high school of origin

	Mean	SD	df	t – ratio	ρ
Public	18.49	3.97	65	-2.30*	0.024
Private	20.46	2.60			

* $p < 0.05$

Mean SD

Table 4 shows the *t-test* results of the difference in the level of familiarity on Facebook slang words when students are grouped according to high school of origin. There is a significant difference noted in the level of familiarity on Facebook slang words when students are grouped according to high school of origin ($t(65) = -2.30, p = 0.024$) at 0.05 alpha level.

This means that students who came from private high school of origin have a higher level of familiarity than those who came from public high schools.

Table 5. ANOVA Results for the Difference in the Familiarity on Facebook Slang Words of the Students when Grouped According to the Average Length of Time Spent on Facebook

	Sum of Squares	df	Mean	F-ratio Square	ρ
Between Groups	6.904	4	1.726	0.128	0.972
Within Groups	837.514	62	13.508		
Total	844.418	66			

Table 5 shows the ANOVA results of the difference in familiarity on Facebook slang words of the students when grouped according to the average length of time spent on Facebook. No significant difference was noted in the familiarity on Facebook slang words of the students when grouped according to the average length of time spent on Facebook.

This result implies that students who spend very short length of time have the same level of familiarity on Facebook slang words with those who spend very long length of time.

Orlanda-Ventayen and Ventayen (2017) stated that most of the respondents in their study agreed that social media is useful in academic-related activities. Patrut et al. (2013) also claimed that the valuable marketing tool Facebook recently began to shape as an educational platform. In contrary, Gettman and Cortijo (2015) examined students' acceptance of using Facebook for academic purposes through a survey of 245 students. They found that students generally did not welcome the idea of using Facebook for academic purposes because they believed Facebook to be a social medium instead of an academic tool, and because they felt uncomfortable interacting with instructors on Facebook.

Difference in the Extent of Reading and Writing Practices when Students are Grouped According to High School of Origin and Average Length of Time Spent on Facebook

Table 6 and 7 below present the *t-test* and ANOVA results, respectively, for the difference in the extent of reading practices when students are grouped according to high school of origin and average length of time spent on Facebook.

Table 6. t-test Results for the Difference in the Extent of Reading and Writing Practices when Students are Grouped According to High School of Origin

	Mean	SD	df	t – ratio	p
Reading	Public	3.11	65	0.41	0.760
	Private	3.06			

* $p < 0.05$

Familiarity of Facebook Slang Words and Reading and Writing Practices of BA English Students

Table 6 shows the *t-test* results of the difference in the extent of reading practices when students are grouped according to high school of origin. There is no significant difference noted in the extent of reading practices when students are grouped according to high school of origin ($t(65) = 0.41, p = 0.760$) at 0.05 alpha level.

This means that the reading and writing practices of students do not differ from public or private high school of origin.

Table 7. ANOVA Results for the Difference in the Extent of Reading and Writing Practices when Students are Grouped According to the Average Length of Time Spent on Facebook

	Sum of Squares	df	Mean	F-ratio Square	ρ
Between Groups	1.165	4	0.291	1.601	0.185
Within Groups	11.276	62	0.182		
Total	12.441	66			

Table 7 shows the ANOVA results of the difference in extent of reading and writing practices when students are grouped according to the average length of time spent on Facebook. No significant difference was noted in the extent of reading practices when students are grouped according to the average length of time spent on Facebook.

This means that students, whether they spent very short or very long length of time on Facebook, have the same extent of reading and writing practices.

This result is in contrast to the result of Maximilian Pfost, Tobias Dörfler & Cordula Artelt which states that the reading behavior of students changes in interaction with technological development. Web applications such as Facebook or Twitter and an increasing dissemination of smartphones, e-readers, and e-books may dramatically change our reading habits and have far-ranging consequences for human cognitive development (Artelt et al, 2014). This result is in contrast to the result of Louis Roelofse (2013) that Facebook language has made a visible negative impact on learner's written academic work.

Relationship Between the Level of Familiarity on Facebook Slang Words and the Extent of Reading and Writing Practices of Students

Table 8 below presents Pearson's Product-Moment Correlation result for the relationship between the level of familiarity on Facebook slang words and the extent of reading and writing practices of students.

Table 10. Relationship Between the Level of Familiarity on Facebook Slang Words and the Extent of Reading and Writing Practices of Students

	r – ratio	P
Level of Familiarity and g and Writing Practices	0.135**	0.274

Table 8 shows that there is no significant relationship between the level of familiarity on Facebook slang words and the extent of reading and writing practices of students. This means that students' familiarity of Facebook slang words is not related to their reading and writing practices.

This result is in contrast with the study conducted in Oman by Mehmood and Taswir (2013) on how social network participation affects linguistics of students. They found out that many students indicated there were a change in their linguistic habits as a result of their constant communication on the social networks. Some of these students also indicated that the use of slang language in communicating on social networks and this adversely affects their writing skills in the classroom. Wood et al. (2014), in another study, also noted that the use of texting language harms the grammatical understanding of students.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the result of the study, the researchers concluded that regardless of the Facebook usage time and the school origin, respondents were aware of the existence of Facebook slang words, also, they still have the same reading and writing practices. However, it was noted that respondents from private schools are more exposed to social media platforms; this is because they have more access to the internet. Lastly, respondents can still read and write formally without using Facebook slang words. They were able to discern when and how to use Facebook slang words properly.

Familiarity of Facebook Slang Words and Reading and Writing Practices of BA English Students

Recommendations

1. School administrators should be more aware of the existence and possible effects of Facebook slang words to students' reading and writing practices and come up with initiatives to further educate and orient the students regarding it.
2. Teachers must be open to the possibility that Facebook slang words may be an advantage or a disadvantage in students' learning.
3. Students should remember that Facebook slang words belong to informal words and they are being discouraged to use it in their formal writings.
4. Learners of English must consider that Facebook slang words are now part of the language evolution and must be used accordingly.
5. Future researchers should not only focus on Facebook alone but also include in their studies other social networking sites available on the Internet to contribute to the limited existing literature.

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Familiarity of Facebook Slang Words and Reading and Writing Practices of BA English Students

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