

## Social Media Platforms It's Relationship to Students' Communication Skills

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### ABSTRACT

Social media platforms are important for the communication skills of the students. It allows them to access a wide range of information that will help them to become more efficient and effective in communication. Therefore, it is crucial to determine the relationships between the social media platforms to the communication skills of the students. This study determines the relationship between the usage of various social media platforms (YouTube, Facebook, and TikTok) and the communication skills (Verbal, Non-verbal, and Written skills) of the students. This study employed a descriptive quantitative method and used a survey method for gathering data to capture the important data that will help the researchers determine the purpose of the study. The researchers distributed survey questionnaires and participated by 60 first-year students with a Bachelor of Elementary Education and Bachelor of Secondary Major in English. The findings of the study showed that there was a positive significant relationship between the usage of various social media platforms and the communication skills of the students. Continued exposure to social media may provide a building block or support system for the students to improve their communication skills. The researchers recommended that School Administration conduct regular professional development sessions for teachers to enhance their understanding of the positive aspects of social media in education. Also, Teachers and parents will guide the students in finding educational content to contribute to their communication skills.

**Keywords:** *YouTube, Facebook, TikTok, Verbal Skills, Non-verbal Skills, Written Skills*

### INTRODUCTION

Communication skills are essential for eloquent speakers, as they serve as the foundation for all interactions. Oktifani (2021) states that flawless, eloquent speaking or delivery is crucial in all aspects of life, as it allows individuals to convey their messages clearly and efficiently, it includes verbal and nonverbal communication, active listening, and understanding.

Students who lack effective communication skills lead to several problems both in their academic and personal lives. According to Xiyu Liu (2018), students who cannot

communicate effectively may find it challenging to participate in and contribute to class discussions, which can impede their ability to learn and succeed in school.

Living in the 21<sup>st</sup> century, social media platforms have revolutionized the way people interact, learn, and communicate with each other. According to (Allen, 2019) today, technology plays a significant role and influences the way people interact, read, and think. Social media platforms have made our lives easy because these digital tools are made quicker and more efficient in terms of learning.

Social media has become popular all over the world, and it is widely used for communicating, learning, and keeping people updated on the latest issues and trends. According to Clement (2020), in more than a decade, the impact of social media has gone from being a fun addition to being a completely integrated portion of almost every aspect of life. In addition, Bhamare (2020) stated that social media has created a new venue for facilitating students' communication skills. Using social media in various communication ways helps create opportunities to interact with other people easily by sharing information. Hence, social media consistently impacts how people communicate and learn.

Social media platforms have worked together with the way we communicate and learn. Social media is utilized as a means of communication, universities have integrated social media sites like Facebook, YouTube, and TikTok as learning tools to convey new material and engage with students. According to Nasrullah (2019), through social media students have improved their communication skills, and they can communicate with anyone at any time; social media can be an effective tool to activate the communication skills of students and help them develop a range of skills that are essential for success in academics. Recently, social media has been useful for sharing educational-related content as well. Alghamdi (2019) reveals that learners use social media platforms to enhance their speaking skills. The use of social media platforms has become an effective way for learners to enhance their speaking skills. It provides learners with a wide audience, access to different content, opportunities to participate in video-based chats and discussions and practice speaking in a safe and supportive environment.

Furthermore, Mushtaq (2018) stated that educators and students can use social media as informational and communication tools to ease and improve the learning process. Social media platforms may find it to be a great option to use the platform to implement the strategy in the classroom. Employing social media could help people learn how to communicate effectively. With the advent of social media, a new way to promote everyday knowledge and connectivity needs has been enabled, As described, social media platforms are an important tool to activate the communication skills of students.

The objective of the research is to determine the relationship between social media platforms and to communication skills of the BEED and BSED education students at Southern de Oro Philippines College.

## FRAMEWORK

This study was anchored on the Instructional Scaffolding of Lev Vygotsky. Instructional Scaffolding as a strategy for supporting learners begins with Lev Vygotsky's sociocultural theory and his learning concept of the Zone of Proximal Development (ZPD). Specifically, his sociocultural theory asserts that cognition is developed through social interaction. Alharthi et al. (2020) stated that exposure to social media platforms provides an opportunity to improve their communication skills. Social media can serve as a valuable tool for skill development, particularly in the realm of communication.

Vygotsky defined this as the role of teachers and others in supporting the learner's development and providing support structures to get to that next stage or level. Alharthi et al. (2020) stated that providing the right instructional materials will help the students

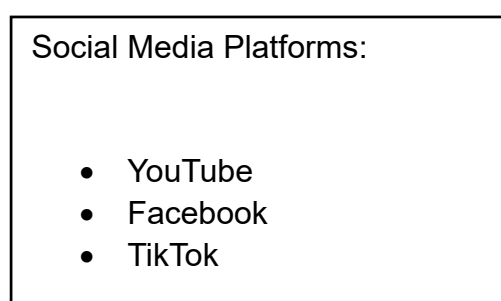
acquire communication skills that fit students' level of interest and learning styles. Adapting instructional materials to students' preferred learning styles can also improve their communication skills. Some students may be visual learners and benefit from visual aids or diagrams, while others may be auditory learners and learn best through discussions and listening activities. By incorporating a variety of teaching methods and materials that align with different learning styles, educators can ensure that all students can grasp and apply communication skills effectively.

A second layer of instructional scaffolding exists with Vygotsky's conceptual thoughts about supporting independence. This support mechanism-ZPD is the difference between what students can perform by themselves or what students can perform with the help of scaffolding practices. Audrey (2021) stated that the use of social media platforms is a great option for supporting the learning of students. According to Sari (2019), social media can help learners improve their communication skills by providing them with opportunities to be exposed on social media platforms. Social media is a beneficial tool for learners to enhance their communication capabilities. It presents them with a rich and varied communication environment, helping them develop effective expressive skills and collaboration abilities.

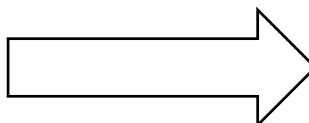
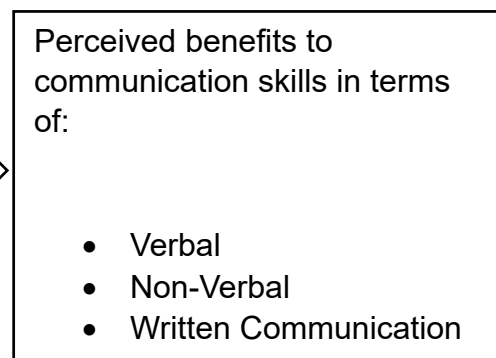
According to Bernard (2021), a suitable instructional platform may be a great option to support the acquisition stage of the students. The continued exposure to the platform may provide a building block or support system for the students to improve their communication skills of the student. Using an instructional platform can offer students regular and systematic exposure to various forms of communication. Whether it is written, spoken, or multimedia, the platform can provide diverse learning materials that cater to different communication styles and needs. This exposure helps students become familiar with different communication formats, enabling them to develop a well-rounded set of skills. The continuous use of a suitable instructional platform can offer students a solid foundation and support system to enhance their communication skills. The exposure to diverse communication formats, the interactive learning experience, the assessment and feedback mechanisms, and the flexibility provided by the platform contribute to the overall growth and improvement of students' communication abilities.

### **SCHEMATIC DIAGRAM OF THE STUDY**

Independent Variables



Dependent Variables



### **STATEMENT OF THE PROBLEM**

This study determined the relationship of social media platforms on the communication skills of the First-year BSED and BEED Students at Southern de Oro Philippines for the Academic Year 2022-2023.

Specifically, it sought to answer the following questions:

1. What is the level of students' usage of social media platforms in terms of:
  - 1.1 YouTube,
  - 1.2 Facebook; and
  - 1.3 TikTok?
2. What are the students' perceived benefits of using social media platforms in communication skills?
  - 1.1 Verbal Communication;
  - 1.2 Non-verbal Communication; and
  - 1.3 Written Communication
3. Is there any significant relationship between the usage of social media platforms and the communication skills of the students?



The study used the descriptive survey method to investigate the communication skills and the relationships of social media platforms on the First year BSED and BEED students at Southern de Oro Philippines College. Descriptive research is used in this study because it aims to describe and identify the relationship between two variables- the relationships of social media platforms and the communication skills of First-year BSED and BEED students. The study intends to observe and record the behavior of the students and examine whether there is any relationship between increased exposure to different social media platforms and improvement in their communication skills.

Descriptive research is useful in this type of study as it helps in collecting qualitative and quantitative data, describing the characteristics of the participants, outlining the different factors, and drawing conclusions based on the data. Therefore, descriptive research is a suitable choice for this study as it would provide insightful data that could be used by educators and researchers to devise effective approaches for language instruction.

#### RESEARCH SETTING

This study was conducted at Southern de Oro Philippines College. The participants of the study were BSED and BEED 1st-year students. The study was participated by 60 students for the School Year 2023-2024. Southern de Oro Philippines College is situated in Julio Pacana Street of Cagayan de Oro, Misamis Oriental, Philippines it is one of the schools in Cagayan de Oro City.

## PARTICIPANTS AND SAMPLING PROCEDURE

The respondents of this study were 22 BEED and 38 BSED college students of Southern de Oro Philippines College all enrolled in the same school year. The researchers used the Simple Random Sampling method to get the sample population of the respondents. According to Nickolas (2020), this is a method of sampling that involves dividing a population into smaller groups– to get the probability of our study.

## STATISTICAL TREATMENT

To interpret and analyze the data the researchers used mean and standard deviation to problems 1 and 2. The Pearson Product Movement Correlation Coefficient was used to determine whether there was a significant association between the relationships of social media platforms and the communication skills of the students.

## RESULTS AND DISCUSSION

**Problem 1.** What is the level of students' usage of social media platforms in terms of:

1.1 YouTube,

1.2 Facebook and,

1.3 TikTok?

To assess the extent of social media platform usage (YouTube, Facebook, and TikTok) concerning communication skills, the study calculated the mean distribution and standard deviation, as presented in Tables 1, 2, and 3.

Table 1

*Level of Students' Usage of YouTube*

Statements	Mean	SD	Description	Interpretation
I have installed YouTube on my smartphone	3.57	.59	Strongly Agree	Very High
I love watching videos on YouTube.	3.20	.70	Strongly Agree	Very High
I use YouTube to feel at ease sometimes	3.30	.91	Strongly Agree	Very High
I love watching educational videos on YouTube.	3.28	.67	Strongly Agree	Very High
I subscribe to those content creators who create educational videos	3.28	.82	Strongly Agree	Very High
<b>Overall Mean</b>	<b>3.32</b>	<b>.73</b>	<b>Strongly Agree</b>	<b>Very High</b>

Table 1 explained how extensively students employ YouTube for different purposes. The overall mean, computed at 3.32, with a standard deviation of 0.73, provides insights into the overall trends in their utilization. In other words, YouTube caters to a wide range of content preferences. Some students may use it primarily for entertainment, while others may rely on it for educational purposes.

Specifically, most of the students who have installed YouTube on their gadgets obtained the highest overall mean of 3.57 with a standard deviation of .59. The results revealed that the students who have installed YouTube on their smartphones for educational purposes were *Very High*, an indication that students use *YouTube*. The findings revealed that, on average, students are strongly in favor of having YouTube on their smartphones. The result is related to the study by Gazal, L. (2017) stated that this could be for various educational purposes, such as accessing educational content, tutorials, or resources that aid in their learning. This finding highlights the importance of

providing students with easy and convenient access to such materials, as it can enhance their learning experience. It suggests that incorporating digital platforms, online resources, and technological tools into educational settings can be advantageous, enabling students to access and utilize educational content that complements their learning needs and preferences.

Moreover, the indicator obtained the lowest mean of 3.20 with a standard deviation of .70. The results revealed the importance of YouTube and similar platforms as tools for supporting educational engagement and learning among the student body. According to Jain, D. (2020), it is indicative of a positive trend where students are not only open to digital learning but also enjoy it, which can be harnessed by educators for more effective and engaging teaching practices. This means that teachers incorporate more digital tools and resources into their lessons, making them more effective and engaging for students. By using technology, educators can provide interactive and immersive learning experiences, which can increase student motivation, participation, and understanding. Additionally, digital learning can also cater to different learning styles and individualized instruction, allowing students to learn at their own pace and in a way that suits their needs.

Table 2

*Level of Students' Usage of Facebook*

<b>Statements</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>	<b>Interpretation</b>
I have installed Facebook on my smartphone	3.47	.56	Strongly Agree	Very High
I use Facebook to feel at ease sometimes	3.25	.82	Strongly Agree	Very High
I love spending more time on Facebook when I am bored.	2.97	.88	Agree	High
My classmates and I talk about viral videos on Facebook.	2.68	.96	Agree	High
Facebook is my comfort zone	3.21	.55	Agree	High
<b>Overall Mean</b>	<b>3.11</b>	<b>.75</b>	<b>Agree</b>	<b>High</b>

Table 2 provides insights into the extent of students' engagement with Facebook for various purposes. The overall mean, calculated at 3.11, with a standard deviation of .73, indicates the overall level of student activity on this social media platform, reflecting the frequency and diversity of their purposes for using Facebook. Facebook also caters to a wide range of content preferences. Some students may use it primarily for entertainment, expressing their feelings and thoughts, sharing ideas, and communicating with family, peers, and classmates while others may rely on it for educational purposes.

In addition, most students who have Facebook installed on their smartphones exhibit a high level of engagement, as indicated by a mean score of 3.47 and a standard deviation of 0.56. This suggests that students use Facebook for a wide range of purposes, including entertainment, self-expression, idea sharing, and communication with family, friends, and classmates. Moreover, the data indicates that students are not limited to using Facebook solely for social or personal reasons; they also employ it for educational purposes. These findings are pertinent to the research of Abdullah, A. (2019), which demonstrates its significance as a platform for both social interaction and learning, highlighting the evolving role of social media in students' lives. By integrating social media into their teaching methods, instructors can incorporate interactive and collaborative learning activities while also promoting student engagement and participation.

Moreover, the indicator obtained the Lowest Mean of 2.68, with a standard deviation of .96. The results revealed that students love watching videos on Facebook for educational purposes. The result is related to the study of Chen, M. (2018), which implied that there is considerable diversity in students' attitudes and behaviors regarding the use of Facebook for educational content. This finding highlights the importance of creating a supportive and inclusive learning environment that allows for different approaches to accessing educational content on social media platforms like Facebook.

**Table 3** Level of Students Usage of TikTok

Statements	Mean	SD	Description	Interpretation
I have installed TikTok on my smartphone	3.46	.71	Strongly Agree	Very High
I connect to the internet every week.	3.47	.72	Strongly Agree	Very High
I love using TikTok during my break time at school.	3.03	.88	Agree	High
TikTok is one of my favorite apps.	2.92	.98	Agree	High
My classmates and I talk about viral TikTok videos.	2.63	.88	Agree	High
<b>Overall Mean</b>	<b>3.10</b>	<b>.84</b>	<b>Agree</b>	<b>High</b>

Table 3 provides an overview of the frequency, mean, and standard deviation related to students' TikTok usage. The data indicates that TikTok video usage among students yielded an Overall Mean score of 3.10, with a corresponding standard deviation of 0.84. This implied that, on average, students frequently engage with TikTok videos for various purposes. TikTok's appeal lies in its versatility. Park, J. (2021), revealed a wide array of content that caters to different interests and needs, making it a popular choice for students looking for entertainment, creativity, learning, social interaction, and self-expression.

Specifically, the statement "the students' connectivity to the internet every week" obtained the Highest Mean of 3.47, with a standard deviation of .72, on average, students have a high level of internet connectivity throughout the week. This high mean value indicates that students are consistently and frequently connected to the internet, which is a vital aspect of modern education. The mention of TikTok's use for educational purposes being "Very High" further emphasizes that students are using TikTok to enhance their learning experience. This can include accessing educational content, tutorials, or resources available on TikTok to supplement their formal education. According to Khan, A. (2021), it highlights the platform's role in providing valuable educational resources for students, which aligns with the growing trend of using social media for learning and skill development.

Moreover, the indicator that obtained the Lowest Mean of 2.63 with a standard deviation of .88 suggests that the aspect being measured, in this case, "talking about the viral videos on TikTok for educational purposes," received a lower average score among

the students. The table also suggests that while this specific indicator has a lower mean value, it is still considered "High," which implies that students do engage in discussions or conversations related to viral TikTok videos for educational reasons. This result is related to the study of Abidin, C. (2021), TikTok serves as a platform for informal educational discussions and students find educational content or topics within viral videos worth discussing. This suggests that educational content or topics within viral videos on TikTok have value and relevance for students. Educators can consider incorporating TikTok as a supplementary educational platform or encourage students to engage in educational discussions on the app.

Table 4

*Summary Table of Social Media Usage*

Social Media	Mean	Standard Deviation	Description	Interpretation
YouTube	3.32	.73	Strongly Agree	Very High
Facebook	3.11	.75	Agree	High
TikTok	3.10	.84	Agree	High

Table 4 summarized the levels of social media usage, including (TikTok, YouTube, and Facebook). The mean values and standard deviations indicate the extent of usage and the variability in responses. For TikTok, the mean is 3.10 with a standard deviation of 0.84. This suggests that students generally agree to use TikTok for various purposes, and their engagement is high. The data suggests that TikTok is a platform with which students tend to agree and engage, with a moderate level of variability in their usage patterns. It's essential to consider that the use of TikTok can serve various purposes for different students, contributing to this variability.

Specifically, YouTube exhibits a higher mean of 3.32 with a slightly lower standard deviation of 0.73. This indicates a strong agreement among students in using YouTube, and their engagement is considered Very High. The data suggests that YouTube is a platform with which students strongly agree and engage at a very high level. It's a versatile platform that serves multiple purposes for most students, leading to a strong consensus in its usage. This result is related to the study of Sandanayake, T. (2020) stated that YouTube plays a significant role in their online activities, including education and communication.

Moreover, Facebook has a mean of 3.11 with a standard deviation of 0.75, signifying that students agree to use Facebook, and their engagement is High. Facebook has a mean of 3.11 with a standard deviation of 0.75, signifying that students agree to use Facebook, and their engagement is high.

**Problem 2.** What are the students' perceived benefits of using social media platforms?



communication skills in terms of:

2.1 verbal communication.

2.2 non-verbal communication; and

2.3 written communication?

Tables 5, 6, and 7 offered insights into students' perspectives on how social media influences these communication aspects (Verbal, Non-verbal, and Written).

Table 5

*Perceived Benefits in Terms of Verbal Communication*

Statements	Mean	SD	Description	Interpretation
1. Give constructive feedback.	3.08	.53	Agree	High
2. Give time for others to respond and clarify.	3.07	.58	Agree	High
3. Show interest and attention to others especially needless gestures and such.	3.05	.72	Agree	High
4. Participate in disseminating information effectively	3.08	.72	Agree	High
5. Improve my verbal skills.	3.20	.70	Agree	High
<b>Overall Mean</b>	<b>3.10</b>	<b>.65</b>	<b>Agree</b>	<b>High</b>

Table 5 presents students' perceived benefits in terms of verbal communication. The calculated overall mean of 3.10, with a standard deviation of 0.65, indicates a high level of perceived benefit in verbal communication. According to Olshefski, C. (2018), students highly value spoken interactions, such as face-to-face discussions and dialogues, as reflected in their positive perceptions. Verbal communication, involving spoken and written words, is crucial for expressing thoughts, feelings, and identity. It is essential for daily conversations, fostering unity, and maintaining effective communication both within and outside the community, including the school.

Moreover, most of the students who have installed Facebook on their smartphones obtained the Highest Mean of 3.20, with a standard deviation of .70, suggested that there is some variability among participants in terms of how much they perceive improvement in their verbal skills. This implies that, on average, this group strongly agrees with the statement about improved verbal skills. However, the standard deviation also suggests that, even within this subgroup, there is some variability in how much individuals perceive improvement.

Furthermore, the indicator obtained the Lowest Mean of 3.05 with a standard deviation of .72, interpreted the importance of needless gestures in their communication. This implies that, while there is a general agreement that participants show interest and attention, the degree to which they focus on needless gestures varies. This result is related to the study of Kołazyk, K. (2020). Verbal communication is not solely about the

words spoken; it encompasses non-verbal cues, including gestures, facial expressions, and body language.

Table 6

*Perceived Benefits in Terms of Non-Verbal Communication*

<b>Statements</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>	<b>Interpretation</b>
1.Easily recognize the emotions of someone while communicating with others.	3.18	.65	Strongly Agree	High
2.Pay attention to careful gestures and facial expressions during face-to-face interaction.	3.30	.62	Strongly Agree	Very High
3.Not distract the audience by using needless gestures and such.	2.97	.69	Agree	High
4. Maintain professional posture during school meetings and presentations.	2.82	.68	Agree	High
5. Improve my non-verbal skills.	2.93	.69	Agree	High
<b>Overall Mean</b>	<b>3.04</b>	<b>.67</b>	<b>Agree</b>	<b>High</b>

Table 6 shows the students' perceived benefits in terms of non-verbal communication. The Overall Mean, calculated at 3.04, with a standard deviation of .67, suggests that students, on average, perceive positive benefits in non-verbal communication. This indicates variability in individual perceptions, emphasizing the importance of considering diverse perspectives when addressing non-verbal communication in educational or practical contexts. This result is related to the study of Saydillayeva, M. (2023) stated that Nonverbal communication plays a significant role in human interaction, providing additional context and insights during conversations. It is important to be attentive to and interpret these nonverbal cues, as they greatly impact the understanding and reception of messages.

Additionally, most of the students have paid attention to careful gestures and facial expressions during face-to-face interaction obtained the Highest Mean of 3.30, with a standard deviation of .62. These results reveal that the students who paid attention to careful gestures and facial expressions during face-to-face interaction is Very High, an indication that students use perceived benefits in terms of non-verbal communication. This study is related to Nandakumar, R. (2020) stated that careful gestures may imply intentional and deliberate movements and facial expressions encompass the range of

emotions and signals conveyed through the face. Students are actively observing and taking note of specific non-verbal cues, specifically careful gestures, and facial expressions.

Furthermore, the indicator that obtained the Lowest Mean of 2.82 with a standard deviation of .68, observed behavior of maintaining a professional posture is prevalent among the students. This implies that students not only understand the importance of professional non-verbal communication but also implement it effectively in formal settings. According to Files, K. (2020) stated that it enhanced their overall communication effectiveness and contributed to a positive perception of their professionalism. Maintaining a professional posture not only enhances communication effectiveness by reinforcing the speaker's commitment and engagement but also contributes to a positive perception of professionalism.

Table 7

*Perceived Benefits in Terms of Written Communication*

<b>Perceived Benefits</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>	<b>Interpretation</b>
1. Gain the ability to gather written information from different sources professionally.	3.25	.68	Strongly Agree	High
2. Increase my confidence level in writing.	3.18	.77	Agree	Very High
3. I become more conscious about grammar structure and spelling	3.45	.68	Strongly Agree	High
4. I become more conscious about punctuation when I write.	3.47	.65	Strongly Agree	High
5. Improve my written skills.	3.33	.71	Strongly Agree	High
<b>Overall Mean</b>	<b>3.34</b>	<b>.70</b>	<b>Strongly Agree</b>	<b>High</b>

Table 7 revealed the students' perceived benefits in terms of written communication skills. The Overall Mean was calculated at 3.34, with a standard deviation of .70, on average, feel that their written communication skills bring about perceived benefits. This implies writing proficiency is an asset in various professional settings, and acknowledging and honing these skills during the educational journey can better prepare students for their future careers. According to Maba, W. (2023) stated that writing skills are essential in academia, professional environments, and personal interactions. They enable individuals to express their thoughts and opinions clearly and concisely in various forms of writing, such as essays, reports, emails, business proposals, and creative pieces.

Specifically, most of the students who became more conscious about grammar structure and spelling obtained the Highest Mean of 3.47, with a standard deviation of .65, indicated a proactive and self-motivated effort by these students to improve their

language skills. This implies that students who actively work on improving their grammar structure and spelling tend to perceive greater benefits in terms of written communication skills. According to Schatschneider, C. (2017) stated that a positive and dynamic relationship between active efforts to improve grammar and spelling and the perceived benefits in written communication skills.

Moreover, the indicator that obtained the lowest Overall Mean of 3.18 with a standard deviation of .77, indicates that while there is an average agreement, there is also a notable diversity in how strongly individuals feel about increasing their confidence in writing. This implies that increasing confidence in writing is a widely recognized and strongly endorsed goal among the respondents. According to Sheldrake, R. (2021) stated that initiatives or interventions aimed at boosting writing confidence, as there is a collective acknowledgment of its importance.

Table 8

*Summary Table of Perceived Benefits*

<b>Perceived Benefits</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Description</b>
<b>Verbal Communication</b>	<b>3.10</b>	<b>.65</b>	<b>High</b>
<b>Non-Verbal Communication</b>	<b>3.04</b>	<b>.67</b>	<b>High</b>
<b>Written Communication</b>	<b>3.34</b>	<b>.70</b>	<b>Very High</b>

Table 8 summarized the perceived benefits of students related to different forms of communication: verbal, non-verbal, and written communication.

Written communication has obtained highest mean of 3.34 with a standard deviation of .70, students attribute a very high level of benefit to written communication. This implies that students place significant importance on written forms of communication, which could encompass activities like academic writing, essay composition, note-taking, and written assignments. The considerably higher mean suggests that students highly value the skills related to written communication and its role in their education.

Specifically, Verbal communication has the lowest mean of 3.10 with a standard deviation of .65, students perceive a high level of benefit in terms of verbal communication. This suggests that they find value in face-to-face or spoken interaction, such as classroom discussions, group conversations, or one-on-one dialogues. Verbal communication is considered an essential skill for students, and the mean indicates that students appreciate its significance.

Overall, the data reveals that students perceived varying degrees of benefit in different modes of communication. Verbal communication and non-verbal communication are considered highly beneficial, while written communication is viewed as even more

valuable. This result is related to the study of Carey, M. (2019), these perceptions highlight the significance of a well-rounded approach to communication skills, with a particular emphasis on written communication in the academic context.

**Problem 3.** Is there any significant relationship between the usage of social media platforms and the communication skills of the students?

**Table 9** Correlation Analysis Between Social Media Usage and Benefits

Variable	R-value	P-value	Decision on HO	Interpretation
You Tube	.634	.000	Reject	Significant
Facebook	.058	.658	Accept	Not Significant
TikTok	.255	.049	Reject	Significant

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In this correlation analysis, the objective is to determine whether there is a significant relationship between the usage of various social media platforms (YouTube, Facebook, and TikTok) and the communication skills of the students. Based on the data presented above, the best social media platform that appears positively relationship on communication skills of students is YouTube. The correlation analysis indicates a highly significant relationship between YouTube usage and communication skills (R-value of 0.634, P-value of 0.000). This means that students who use YouTube for various purposes tend to have better communication skills. Therefore, the alternate hypothesis is accepted based on the provided data above, YouTube seems to be the most beneficial social media platform for enhancing students' communication skills. However, it is important to note that the impact of social media usage can vary among individuals, and other factors may also contribute to communication skill development. As posited by Bernard (2021), a suitable instructional platform may be a great option to support the acquisition stage of the students. The continued exposure to the platform may provide a building block or support system for the students to improve their communication skills of the student. It is proven by Lev Vygotsky's Scaffolding theory that explained through the help of scaffolding (support system) will help the learners learn new things. In line with Lev Vygotsky's Scaffolding Theory, the data suggests that YouTube acts as a form of "scaffolding" for students' communication skill growth. Just as a scaffold supports construction work, YouTube provides students with educational content and resources, aiding in the development of their communication skills. The correlation between YouTube usage and improved communication skills aligns with Vygotsky's idea of scaffolding.

## CONCLUSIONS

The findings indicating that YouTube emerges as the most influential social media platform in fostering positive impacts on students' communication skills lead to a compelling conclusion. The positive correlation between YouTube usage and enhanced communication skills, particularly in written communication, suggests that the platform plays a crucial role in shaping students' abilities to convey their thoughts effectively.

The prominence of YouTube as the most beneficial social media platform for communication skills implies that educators and institutions can leverage this platform for educational purposes. Designing instructional materials that integrate YouTube content may offer an innovative and effective way to enhance students' written communication skills.

The findings highlight a positive correlation between YouTube usage and enhanced written communication skills among students. Furthermore, the overall results emphasize a significant positive relationship between the utilization of social media platforms, including YouTube, and the communication skills of students. Consequently, the study supports the acceptance of the alternate hypothesis, underscoring YouTube's prominence as the most advantageous social media platform for augmenting students' communication skills.

## RECOMMENDATIONS

Based on the study's findings, the following recommendations are suggested:

1. Administrators must implement filtered educational content to enhance the learning process of the learners, especially in communication skills. Therefore, students learning process will be scaffold through social media platforms as a learning tool.

2. Teachers can utilize YouTube videos and deliver instructional content engagingly and interactively. This visual appeal can particularly aid in improving students' written communication skills, as they are more likely to actively participate in the learning process.

3. Based on the significant positive relationship found between the usage of various social media platforms and students' communication skills, YouTube emerges as a promising tool for enhancing communication abilities. By incorporating YouTube into educational practices and designing targeted activities, educators can effectively leverage this platform to foster students' communication competence.

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