

# Facebook Videos: A Supplementary Device Towards Enhancement of Speaking Skills among SHS Students

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## ABSTRACT

### Rationale/Background of the Study

There is a dramatically growing population of students using Facebook, thus the researcher takes the opportunity to use it in relation to the learners' perception on its effectiveness in enhancing their speaking skills. One basis in conducting this study is that – it focuses on a macro skill needed to be learned by the students – that is speaking. It is also considered relevant and up to date because the subject chosen is Facebook (videos), which is very familiar and known to students of today's generation and society.

### Summary

This study intends to shed light on whether or not Facebook videos are helpful for Senior High School students of Baguio Central University in enhancing their speaking skills. Specifically, it seeks answers to the following questions:

1. What Facebook videos are watched by senior high school students?
2. What is the perceived level of effectiveness of Facebook videos along:
  3. Pronunciation
  4. Vocabulary development
  5. Fluency

### Findings

The following were the major findings of the study:

1. There are different videos found Facebook being watched by the senior high school students and the top three includes: music videos, general information videos and motivational videos.
2. Perceived level of effectiveness of Facebook videos along three speaking areas:
  1. Pronunciation: speech videos, general information videos and news videos are perceived by the SHS students to be highly effective in enhancing their pronunciation.
  2. Vocabulary development: speech videos, news videos and general information videos are perceived by the SHS students to be highly effective in developing their vocabulary.
  3. Fluency: speech videos and news videos are perceived by the SHS students to be highly effective; motivational videos are perceived to be effective in enhancing their speaking fluency.

### Conclusions

Based on the findings obtained from the study, the researcher concludes that:

1. There are a wide variety of videos found on Facebook being watched by the Grade 11 senior high

school students.

2. The Grade 11 senior high school students do not only watch various and different Facebook videos but more importantly, expect the materials to bring out a desirable outcome or result and help them in the enhancement of the three elements of speaking mainly pronunciation, vocabulary development and fluency.

## Recommendations

Based on conclusions derived from the study, the following are recommended:

1. Students are encouraged to continue watching Facebook videos for an accumulated average time of three hours a day not only as a form of entertainment but more importantly as an avenue for them to gain more information and even personal/spiritual upliftment.
2. To further enhance the pronunciation skills of the students, they have to give more attention into viewing Facebook videos with contents having speech deliveries, informational clips, and news videos. In addition, learners should also take time to pause a video and imitate and practice how the speaker pronounces a particular word found in that video. It is also highly suggested to take down unknown or relatively new words to be searched later on for the definition and integration of such words in any possible verbal communication and lastly, to make the students speak more fluently and with accuracy, it is advised for them to try to mimic the way how the speakers talk/deliver their speech in a confident manner and as naturally as possible.
3. Senior high school students are highly encouraged to utilize the product outcome of this study which is the guidelines in watching Facebook videos to enhance their speaking skills. The said guidelines consist of comprehensive and detailed practices and exercises that would facilitate learners in bolstering their speaking skills along pronunciation, vocabulary development and fluency.

## THE PROBLEM

### Background of the Study

In the present generation, image is everything—particularly when it comes to how people communicate. People have a growing appetite for creating, posting and interacting with video online, especially using mobile phones. Facebook, for instance, averages more than three billion video views per day—more than 65% of which happen on mobile, according to a business article on Facebook.com. With just the swipe of a thumb, people have not only the power to control what content and advertising they view but also the power to decide how much attention they pay to that content. This environment of on-demand video consumption on mobile is compelling not only marketers, businesspersons, celebrities, influencers but almost everyone to create and watch impactful videos that deliver value, significance or whatever they can provide to the public virtual audience.

Facebook for instance, provides tons of readily-available visual motion pictures ranging from second-timed clips to fulltime lengthy videos. This platform was founded in 2004 by Mark Zuckerberg, Eduardo Saverin, Dustin Moskovitz, and Chris Hughes, all of whom were students at Harvard University. This social media platform became the largest social network in the world, with almost three billion users at present (2021), and about two billion are using Facebook every day. The company's headquarters are in Menlo Park, California. Since its creation, Facebook has ruled the world of social media, and it seems like there's no stopping the giant. Though there are many strong competitors like Instagram, Snapchat, Twitter, and several others that are trying to compete, Facebook still stands strong among the competition.

Looking into Philippine context, as of July 2019, the Philippines had around 72.5 million Facebook users, with data Statista projecting around 88 million by 2025. In the same year, around 76 million people in the

country were on the Internet; leading to the possible conclusion that if someone had access to the online world, they most definitely were on Facebook too.

Take into account the latest stats pegging the country's population at 110 million people and it's safe to say pretty much every Pinoy will most probably have a Facebook account.

Considering the statistics and undisputed fact that Facebook is a worldwide application that provides entertainment, communication, social networking, valid purposes, and more, it is fine to say that utilizing it could be one of the new trends in education nowadays. Such trend might be due to the fact that Facebook is equipped with a number of features and components that make it educationally attractive and appealing such as timeline, newsfeed, instant messaging, group chats, public and/or private groups, emailing, posting/viewing of photos and videos, attaching files, games, and more. These can supplement the educational functions of Facebook anywhere. Hence, the crafting of this study to give clarity and vivid relationship on the variables found in Facebook videos and the possible Impacts they put on the part of the learners' speaking skills.

Espinosa (2015) reports that the existence of a suitable learning environment enables students to interact and share knowledge and resources with others. Therefore, educational institutions begin to involve the students in such technological forms to assist them to obtain the English language efficiently in a short time. Bdaiwi (2017) shows that the use of technological forms that help students in facilitating their English learning process, actually helps teachers and students become no longer dependable on only textbook and the method of a traditional teaching, instead they start to listen to music, involve a variety of computer programs and watch videos in the English language to create an attractive learning environment for learners. In this sense, the use of Facebook can help students by providing them with a substitute environment to gain a target competency in a language instead of using classical teaching ways. Taking into account the various advantages of social media, Espinosa (2015) states that Facebook can assist students to make their English learning easy. As Tan and Saw (2010) emphasized that most learners in this world spend a lot of time out an academic institution on social media (Tan, Ng & Saw, 2010). Therefore, Facebook to supplement English teaching sounds to be aligned with the recent trend. Thus, it can be beneficial to use Facebook to support the process of learning the English language.

Sarapin and Morris (2015) studied faculty perceptions of using Facebook to augment their class with non-academic interaction and found students perceived the use of Facebook positively impacting their academic experience. According to Hamid, Waycott, Kurnia, and Chang (2015), students perceived social media use in the classroom as facilitative to faster frequent interactions with their teacher and peers. In addition, students who were more active within their social networks tended to share more information and created their own knowledge more independently. Students also appreciated the added benefit of using social media via their smart phones and other mobile devices. Gikas and Grant (2013) reported that using these devices allowed for quick information access, communication, and content collaboration.

In a study which aimed to investigate the effect of using Facebook on improving the communication skills in English authored by Khaled Dweikat (2016), it revealed that the variety of topics, themes and activities helped students to demonstrate impressive collaboration to the extent that they were attracted to the Facebook group so as to read the posts, add comments, answer questions, post their views, agree or disagree with others' post whilst periodical formative feedback was provided by the instructor/admin. Such results seem to support the proposition that Facebook-integrated blended learning for the language use course was very effective since students used Facebook materials at their own pace at their leisure time outside the classroom.

As far as Facebook potentials and uses are concerned, there is a growing body of research exploring the potential benefits of using Facebook for educational purposes. For instance, Daher (2014) attempted to

explore the consequences of using Facebook in learning. For this purpose, fifteen students/teachers were required to attend Facebook site. The research findings showed that the actions/interactions of the participants, together with the various conditions influenced the consequences of students' educational work in the social networking site. To a similar end, Shraim (2014) aimed to investigate the potential use of Facebook to support faculty in a social constructivist approach. To achieve this objective, 240 students enrolled in four sections of an undergraduate Educational Technology course, who were encouraged to participate in a number of formative activities through Facebook. The results showed that a majority of students showed a positive attitude towards learning via Facebook, being provided with more opportunities to engage personally, communicate and work collaboratively and develop 21st century skills for life and learning.

The ubiquity of mobile devices has inspired many EFL educators and teachers to integrate social media into language classrooms (Warner & Chen 2017). In Foote and McDonough's (2017) study, mobile-based systems have been successfully used to improve student's pronunciation and listening skills, particularly with ipods. Features of Facebook enable teachers to guide students to interrelate in their daily life and achieve learning tasks (Petrovic et al. 2012). For example, students can watch Facebook videos and from there, they can relate, learn, and base their speaking skills from that of the speakers present in the said tool/platform for learning purposes.

On the other hand, Wong et al. (2013) presented findings from a small-scale study exploring the first-year students' experiences on social networking usage and their perception on using it for e-learning. The data were collected quantitatively, consisting of surveys on students' experiences on using social networking as a communication and collaboration tool. Findings indicated that students were inclined to utilize social networking for performing many learning tasks and by this, speaking, reporting, debating, and other activities that require speaking skills are bound to be integrated. Furthermore, designing some learning activities based on social networking enhanced collaborative learning amongst students.

Having productive, active and sensible conversations is a necessity for students so when immersed to the outside (of academe) world, they would have the confidence and esteem to do tasks which highly involves communication and collaboration. In order to attain such kind of conversation, it requires students to effectively enunciate words, grasp word meanings, ability to speak with accuracy and develop comprehension of information taken in. Taking the time to practice academic speaking skills help prevent or minimize problems that could surface during collaborative work and enables students to be more deeply invested in their interactions and learning.

The above-mentioned statements and studies are a well-structured form of corroboration which affirms to the assumption that Facebook videos could help senior high school students of Baguio Central University in their speaking skills, thus this shall serve as a significant addition to the existing body of knowledge in the practice of teaching specifically, English subjects being offered in senior high school. Not only that students become more aware of what watching Facebook videos does to their speaking skills, particularly in their pronunciation, vocabulary development and fluency, it could also facilitate instructors in teaching this important macro skill using the said social media platform to cater to their needs and interest in this fast-growing Information and Communication Technology (ICT) generation. Having said that, this study also goals to have a comprehensive yet understandable guide that could be used by both students and teachers in watching Facebook videos to enhance the former's speaking skills.

### **Theoretical/Conceptual Framework**

This chapter contains a review of the pertinent literature on language learning, academic achievement and use of technological tools and platforms that predict academic achievement. This framework has two sets of theories; the first five theories discuss about the language acquisition/learning while the other set comprises

of three theories that revolve around educational technology. The main goals of this chapter are to cite relevant theories and concepts and demonstrate how it relates to the development of speaking skills of senior high school student in relation to their practice in watching Facebook videos. Recent researches in oral communication and speaking skills have provided English teachers with an abundance of information and techniques for teaching most parts of the communication process.

### **Language Acquisition Theories**

Second language acquisition theory. Particularly useful in this regard is the second-language acquisition theory of Stephen D. Krashen which has major implications for the teaching of speaking in the second language. Central to Stephen Krashen's theory of second-language acquisition is his distinction between language acquisition and language learning, a distinction which other second-language acquisition researchers have called "perhaps the most important conceptualization in the field and has made possible the most productive models of SLA yet developed" (Tollefson, Jacobs, and Selipsky). According to Krashen, acquisition is a subconscious process while learning is conscious. Although both play a role in developing second-language competence, acquisition is far more important, since the competence developed through it, is responsible for generating language and thus accounts for language fluency. Competence gained through learning, or the "Monitor" as Krashen terms it, can only modify language generated by acquired language competence. In other words, the student can use learned rules to "monitor" or correct his language either before or after the moment of production. Monitoring serves a limited function, however, since it can operate only when there is sufficient time, when the focus is on form, and when the necessary rule has been learned. A monitor is anything that corrects a language performance and pressures one to "communicate correctly and not just convey meaning" (such as a language teacher who corrects a learner when making a pronunciation mistake). This theory suggests that learners should both strive to increase their second language inputs (like by watching video clips on Facebook) and make sure they receive proper error correction, assistance, or guide in one form or another.

According to Krashen, learned competence and acquired competence develop in very different ways. In his view, language learning occurs through the formal study of rules, patterns, and conventions, a study which enables one to talk about and consciously apply the knowledge gained. Language acquisition, however, occurs quite differently, for it develops exclusively, Krashen believes, through "comprehensible input." That is, second-language students acquire language competence by exposure to language that is both understandable and meaningful to them. By concentrating on meaning, they subconsciously acquire form. Krashen insists that learning does not turn into acquisition except in a certain convoluted way. This can occur only if students successfully monitor their language production so that they provide their own grammatically correct comprehensible input. This self-produced input then becomes part of the total necessary for acquisition to take place (Krashen, Principles and Practice 9-124; Krashen and Terrell 7-62).

Social Pragmatic Theory. In the modern study of child language acquisition, there is a basic theory about how young children learn new words. This theory is social-pragmatic theory, and it holds that the process of word learning is inherently and thoroughly social (Bruner 1983; Tomasello 1992a, 2000). Of course, some garden-variety learning processes are involved. But these learning processes take on a different form when students learn words or other cultural conventions from other persons; they take the form of cultural learning in which learners attempt to determine the adult's intentions (including communicative intentions) as they are learning from them (Tomasello 1999). And of course, these learning processes must in some sense be constrained. But dedicated word learning constraints are not needed since the process may be adequately constrained by the interactive structure of the culturally conventional joint attentional activities in which learners participate (given the social-cognitive skills of intention-reading that enable them to participate in these cultural activities intersubjectively). Briefly said, social-pragmatic theory proposes that students learn words from other persons; cultural and social learning. In today's generation, interaction does

not only happen physically, but also virtually thus, the potential word meanings learners consider in any given situation are constrained to just those that are ‘relevant’ to the communicative situation at hand, as it is intentionally understood.

Cognitive semantic theories are typically built on the argument that lexical meaning is conceptual. That is, the meaning of a lexeme is not reference to the entity or relation in the “real world” that the lexeme refers to, but to a concept in the mind based on experiences with that entity or relation. An implication of this is that semantics is not objective and also that semantic knowledge is not isolatable from encyclopedic knowledge. Based on findings in cognitive psychology, cognitive semantics started to develop in the 1980s. In contrast to structural semantics, it explains meaning primarily in terms of categorization, i.e. it assumes that meaning is linked to the way we group all kinds of perceptions into conceptual categories. Thus, language and cognition are considered to be inseparable: the structure of linguistic categories is assumed to reflect the structure of conceptual categories. Based on this central assumption, cognitive semantics tries to synthesize the traditional theories of both word and sentence meaning by examining categorization and conceptualization.

Connectionism was Edward Thorndike’s main philosophy. He said that learning is about responding to stimuli. According to these Laws, learning is achieved when an individual is able to form associations between a particular stimulus and a response. These are known as “*habits*”, and can either be encouraged or deterred by external parameters and the frequency an individual is exposed to the stimulus and the response. In a learning environment, Thorndike’s Laws highlight the importance of rewards and emphasize on the necessity of practice and repetition. (1) Law of effect states that “responses that produce a satisfying effect in a particular situation become more likely to occur again in that situation, and responses that produce a discomforting effect become less likely to occur again in that situation (Gray, 2011, p. 108–109).” (2) law of readiness – a series of responses can be chained together to satisfy some goal which will result in annoyance if blocked, and (3) law of exercise – connections become strengthened with practice and weakened when practice is discontinued.

Constructivism is a student-centered learning theory and is also considered as a guiding scaffold for the study. The process of knowledge construction and self-directed learning are the basic tenets of constructivism (Khanal, 2013). Knowledge construction in the context of constructivism affords the opportunity for scaffolding, which can lead to greater responsibility for one’s own learning (Fani & Ghaemi, 2011). Self-directed learners know how to set their own Concrete Experience (CE) Reflective Observation (RO) Abstract Conceptualization (AC) Active Experimentation (AE) learning goals (Dabbagh & Kitsantas, 2012), which could potentially influence their use of social media, specifically in the act of watching videos being uploaded on Facebook, for the purpose of their own learning.

### **Theories on Educational Technology**

Dual-Coding Theory is a learning theory proposed by psychologist Allan Urho Paivio. According to the dual-coding theory, people’s brain obtains information mainly through visual and auditory channels; people accumulate knowledge through processing, organizing and utilizing visually coded information and encoding spoken language. However, it depends on one of the information-obtaining channels, whether it is through the visual or auditory channel. Also, it depends on whether it has a capacity limitation of information processing within a certain time frame or has certain learning activities supported by the human brain. According to this theory, if one can receive similar amount and extent of information, intertwining and interacting through both visual and auditory channels, his or her learning can become much more effective. In the field of educational technology, Dual-Coding theory is more applied in multimedia learning and information-processing research.

Symbol System Theory is proposed by Gavriel Salomon (1977), an educational psychologist, to explain the

different media influences on learning. Salomon believes different media symbol system impact media information delivery and learning effectiveness. The core of the symbol systems theory is that whether a media can effectively help effective learning depends on the degree of matching between the symbol systems and learners' learning contents and activities.

Symbol System Theory has laid a theoretical foundation for the development and application of multimedia computation.

Educational technology is an interdisciplinary science to improve the instruction of a specific discipline, for instance, the English subject. Therefore, it is subjected to the guidance and influence of various theories. According to the research, each theory has its own value of existence, belongs to a certain social domain, but no one theory can be taken as the best one (Ouyang and Zhao, 2007). In the discussion of which theory, one should follow and apply it in the development and implementation of the educational technology in schools, educators should only relate it to the basic connotation of a theory. More importantly, teachers should put more attention on the significance of a theory to improve the effectiveness of specific subject teaching and students' learning practice (Issorff & Scanlon, 2002).

### Concepts Related to Speaking

It is a common desire to many Filipinos to speak a second language well, particularly English. To do this educators and learners need to know what skills are required to become a good speaker. A common component of speaking competency is vocabulary. This refers to a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined. In addition, it is also a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge. If students do not have the words to say what they want to, then it is nearly impossible to build an effective communication. Being a good speaker means constantly growing one's vocabulary. Further, the more words they know, the stronger their speaking skills.

Pronunciation is another complex area of speaking with a lot of sub skills that can be practiced. It is the way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect or simply the way a particular individual speaks a word or language. A skilled speaker can use the sub skills of pronunciation to emphasize and make the communicative effect of their speech more impactful. The sub skills of pronunciation include: word and sentence stress, intonation, rhythm and the use of the individual sounds of a language.

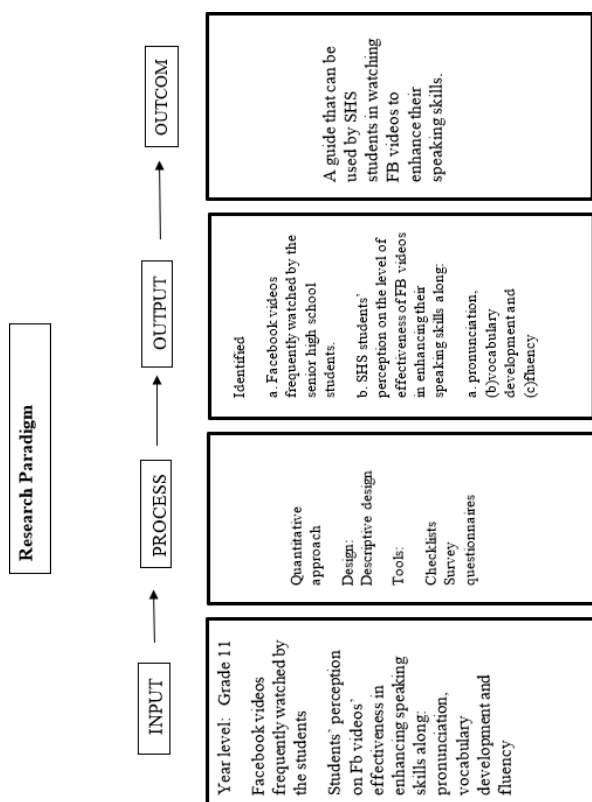
One more term that is a major concern to the speaking skill is fluency. As defined by British Council Foundation, fluency is the flow and efficiency with which one expresses his/her ideas, particularly when speaking. A few grammar mistakes may appear here and there in the explanation, but it should be delivered in a way that is easy to understand and shows how comfortable one is with the language. In an academic or even professional setting, this is one of the skills to focus on for an oral presentation or debate. The way a learner explains the topic or proves a point – smooth, clear and concise without too many pauses or hesitations – is as important as the content of his/her presentation.

### Different Video Categories

It is as equally necessary to put clarity on the definition of different video categories included in this study. To start, music video is a short film, of variable length, that integrates a song or album with imagery that is produced for promotional or artistic purposes. Next, General Information videos are videos used to inform the viewers about any specific topic or discipline and dig deeper into the 'why' aspect of a phenomenon in addition to just the 'what'. News videos refer to the information about current events that are interesting enough to be reported. Motivational videos make viewers feel a certain positive vibe and

might also encourage them to do things or support a cause. Speech videos is a category which consists of formal/informal addresses or discourses delivered to an audience. Next is movie clips/anime which pertains to strips of motion-picture film, especially an excerpt from a longer film. A tutorial video is defined as instructional videos providing step-by-step guidance for specialized activities. Vlog is term from video blog or video log, and refers to a type of blog where the content is in a video format where one talks on a particular subject such as reporting or reviewing a product or narrating an event. Advertisement is defined as a notice or announcement videos provided through a public medium promoting a product, service, or an event. Lastly, is gaming streams – videos broadcasting oneself via the internet while playing a videogame, so that other people can watch on their computer, phone or games console.

The research paradigm presents the systematic ways and processes on how the researcher intends to finish the study from the beginning until the creation of research outcome. This helps not only the researcher but also the readers in a way that it serves as a guide throughout the whole process.



### Statement of the Problem

This study intends to shed light on whether or not Facebook videos are helpful for Senior High School students of Baguio Central University in enhancing their speaking skills. Specifically, it seeks answers to the following questions:

1. What Facebook videos are watched by senior high school students?
2. What is the perceived level of effectiveness of Facebook videos along:
  1. Pronunciation
  2. Vocabulary development
  3. Fluency

### DESIGN AND METHODOLOGY

This chapter focuses on the research design, locale and population of the study, the data gathering tool, data gathering procedures and the treatment of the data.



## **Research Design and Methodology**

In order to determine whether or not videos found on Facebook could help in enhancing the speaking skills of Senior High School students, the researcher employed descriptive design under the quantitative research approach to find out the relationship between the variables of Facebook videos and speaking skills of the SHS students. It is a scientific approach which generates numerical data and usually seeks to establish causal relationships between variables, using statistical methods to test the strength and significance of the relationships. This uses methods that allow the measurement of the variables within a collection of people or groups and resulting in data subject to statistical analysis. The design aims to accurately and systematically describe a population involved vis-à-vis the aforementioned phenomenon.

## **Population and Locale of the Study**

The population for this study, using Cochran's formula, consisted of 161 out of 267 students enrolled in the 11<sup>th</sup> grade of Baguio Central University, academic year 2020-2021, located at Lower Magsaysay Avenue, Baguio City. The students' population was needed to point out the videos they frequently watch on Facebook and also to know their perception when it comes to the level of effectiveness of Facebook videos in enhancing their own speaking skills along; pronunciation, vocabulary development and speaking fluency. The following respondents ultimately helped in answering the specific problems stated herein.

## **Data Gathering Tools**

A researcher-made and content-validated survey checklist and questionnaire were used by the researcher to identify the variables significant to the study: Frequency of students in watching Facebook videos – to identify and/or see the kinds of videos the SHS students tend to watch the most. The checklist consists of ten video categories. The other variable is the students' perceived level of effectiveness of the specified Facebook videos in enhancing their speaking skills along pronunciation, vocabulary development and fluency.

Afterwards, a set of interview guide questions has been asked to fifteen randomly-selected students for the identification of the most specific videos they watch on Facebook under each category, their reasons for watching thereof and how the videos help in their speaking skills to further support the data coming from the survey and questionnaire.

## **Data Gathering Procedure**

As a form of formality and courtesy, first, the researcher submitted a printed letter to the Office of the Principal of Baguio Central University Senior High School, asking for his consent in the data gathering for the research. Parallel with this, the researcher also gave out a letter asking for the consent of the Grade 11 respondents in answering the checklist and survey questionnaires needed for the gathering of numerical data.

Survey checklist/questionnaires were used by the researcher to identify the following variables significant to the study. First was the frequency of students in watching Facebook videos – to identify and/or see the kinds of videos the SHS students tend to watch the most. Second was students' perceived level of effectiveness of the specified Facebook videos in enhancing their speaking skills along pronunciation, vocabulary development and fluency.

All of the data gathering tools needed in the study were disseminated through "Google Forms", an online document tool, to ensure the safety of the students from the danger of Covid-19 pandemic. Some follow-up interview questions were asked to fifteen randomly-selected students for the identification of the most specific videos they watch on Facebook, which will also be done through online messaging/call.

### Treatment of Data

Pointing out the frequency in watching Facebook videos on the part of the students was necessary to identify the specific types of videos they are most exposed to. The table below was used for the interpretation of data.

Statistical Limit	Level	Descriptive Equivalent
4.21 – 5.00	5	<b>Always</b> – the student spends an accumulated average time of four hours a day in watching videos found on Facebook.
3.41 – 4.20	4	<b>Often</b> – the student spends an accumulated average time of three hours a day in watching videos found on Facebook.
2.61 – 3.40	3	<b>Sometimes</b> – the student spends an accumulated average time of two hours a day in watching videos found on Facebook.
1.81 – 2.60	2	<b>Rarely</b> – the student spends an accumulated average time of one hour a day in watching videos found on Facebook.
1.00 – 1.80	1	<b>Never</b> – the student spends zero to several minutes a day in watching videos found on Facebook.

Afterwards, the researcher needed to find out their perspective on the level of effectiveness of these videos in relation to their speaking skills along pronunciation, vocabulary development and fluency. The table below was used to interpret the data.

Statistical Limit	Level	Descriptive Equivalent
3.26 – 4.00	4	<b>Highly Effective</b> – the particular video is perceived by the student to be producing a very pleasing effect or result in terms of developing a specified speaking competency.
2.51 – 3.25	3	<b>Effective</b> – the particular video is perceived by the student to be producing a positive effect or result in terms of developing a specified speaking competency.
1.76 – 2.50	2	<b>Ineffective</b> – the particular video is perceived by the student to be not producing a significant effect or result in terms of developing a specified speaking competency.
1.00 – 1.75	1	<b>Highly Ineffective</b> – the particular video is perceived by the student to be producing an insignificant effect or result in terms of developing a specified speaking competency.

Lastly, the researcher asked fifteen random students about the very specific videos they watch on Facebook. It is necessary in the data gathering process to further validate/support the students' answers in SOP no. 1

After identifying the frequently watched videos and perceptions of the respondents in Facebook videos' effectiveness in enhancing speaking skills, it was essential for this research to find the relationship between these two variables. The result of these questionnaires became the basis of the researcher in putting action to the making of a comprehensive guide that could be utilized by the students in watching Facebook videos to enhance their speaking skills.

The process classified above only showed the systematic and developmental processes of coming up with an

answer and solution to a problem. Every datum/bit of information was gathered in a careful and closely monitored environment to ensure accuracy and reliability of the test results.

## PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

In this chapter, the data gathered from the senior high school students in relation to their most frequently watched Facebook videos and their perception of its effectiveness in enhancing their speaking skills, in the Baguio Central University during the academic year 2020-2021, are presented and analyzed.

### Facebook Videos Watched by Senior High School Students

This section presents the discussion on the Facebook videos watched by Grade 11 senior high school students of Baguio Central University.

Table 1. Facebook Videos Watched by SHS Students

Facebook Videos	MEAN	DESCRIPTIVE EQUIVALENT	RANK
Music videos	3.84	Often	1 <sup>st</sup>
Vlogs	3.52	Often	7 <sup>th</sup>
Movie clips/Anime	3.70	Often	4 <sup>th</sup>
General information videos	3.81	Often	2 <sup>nd</sup>
Advertisements	2.57	Sometimes	9 <sup>th</sup>
News	3.64	Often	5 <sup>th</sup>
Tutorials	3.64	Often	5 <sup>th</sup>
Speeches	3.16	Sometimes	8 <sup>th</sup>
Motivational videos	3.79	Often	3 <sup>rd</sup>
Gaming streams	2.61	Sometimes	10 <sup>th</sup>

Table 1 shows the different Facebook videos watched by Grade 11 senior high school students.

Music videos defined as a short film, of variable length, that integrates a song or album with imagery that is produced for promotional or artistic purposes, having a mean score of 3.84 ranks first in the list and is considered to be often watched by students which means they spend an accumulated average time of three hours a day in watching these videos found on Facebook. Some of which according to the respondents include Facebook live concerts, song covers, classical hits, singing competitions like “X-Factor”, “Got Talent” and the like. According to one respondent when asked as to why watch this video category, “Because it helps me get into the mood”. Another one states almost the same idea by saying: “Pag may pinagdadaan po” translated to “(I watch music videos) when I am going through something (bad)” while others, twelve out of fifteen asked, say during the interview that they just want to watch music videos in their leisure time. A related study states that in adolescence, aside from development of social and personal competencies, music and/or music videos could also have the capability to provide further emotional sensitivity which is a crucial role to the contribution of the development of one’s self-identity, making them listen and consume more amounts of music videos (Resnisow et al., 2004).

This then implies as to why students often watch music videos.

The second rank is taken by General Information videos pertained to as videos used to inform the viewers about any specific topic or discipline and dig deeper into the ‘why’ aspect of a phenomenon in addition to just the ‘what’. It has a mean score of 3.81 which implies that students spend an accumulated average time

of three hours a day in watching these videos found on Facebook and some of which include videos like TED talk, Discovery Channel, What If, QuirkyByte, The Infographics Show and Love Nature. When asked as to why they prefer to watch this particular video category on Facebook, one respondent states “ I am fascinated with the facts being shared through these videos”. More interviewees reveal that the same sense when they say “interested with the idea being shared” and nonverbatim responses which tell that they learn something from these videos. In relation to this finding, cognitive theory of multimedia learning notes that a memory has two main channels for learning acquisition and processing namely the visual and auditory processing channels (Mayer,2001; Mayer & Moreno, 2003). Those two channels can guide the integration of new information into existing cognitive structures. Further, using both channels maximizes working memory’s capacity but either channel can be overwhelmed by high cognitive load. Thus, multimedia learning materials promise to enhance learning making general information videos much appealing and highly watched by learners.

The third rank is taken by Motivational videos defined as the ones that make viewers feel a certain positive vibe and might also encourage them to do things or support a cause. It has a 3.79 mean score which implies that the students spend an accumulated average time of three hours a day in watching these videos found on Facebook. This category, according to the respondents, includes Steve Harvy Talks, religious preachings, philosophical views, views in life, and videos that discuss primarily about self-discipline. A respondent’s answer is given when asked as to why watch this video category: “Parang nagresonate yung message ng video to me”. Another says “to temporarily escape from the bitterness of the outside world” and the rest of the fifteen respondents state simply identical answers to this, “to encourage myself to do better”.

Parallel with this is the dual-coding theory by Alan Paivio (1971), where it states that a learner’s brain obtains information mainly through visual and auditory channels; people accumulate knowledge through processing, organizing and utilizing visually coded information and encoding language. In addition, music videos, general information videos and motivational videos found on Facebook share one commonality – and that is they heavily provide information to viewers through two main channels: visual and auditory.

The least viewed videos on the other hand, according to the table, is Advertisements having mean scores of 2.57 having been rated as sometimes watched in terms of frequency which means that the students spend an accumulated average time of two hours a day in watching these videos on Facebook. In support to this result, Chancellor Professor Nora Ganim Barnes (2015) of Marketing and Director of the Center or Marketing Research (University of Massachusetts), mentions “I don’t think that the effectiveness of marketing with the millennials has anything to do with them multitasking. It has to do with how they are taking in information, and it has to do with their preferences for taking in information. They want information to come to them, but they want to select it.” Making it more evidently clear that advertisement videos on Facebook are the least watched among learners due to the said reason.

The second least viewed video category according to the table is Gaming Streams having a mean score of 2.61 rated as sometimes watched in terms of frequency which means that the students spend an accumulated average time of two hours a day in watching these videos on Facebook. In connection to the said finding, a research conducted by Ramire, L.j., Fernandez, G., et.al., (2021) seems to be in parallel due to their findings saying that the sporadic-casual teenager audience, fits a profile of users who are newcomers to the gaming stream platforms and whose motivation is entertainment and spending time enjoying their favorite hobby without the need to perform.

Furthermore, the time that they spend gaming/viewing as well as their self-perception of their skill level as a player indicates that these are users who would only use such services occasionally.

Included in the bottom three of the list is the speech video, defined as a category that consists of formal/informal addresses or discourses delivered to an audience, which has the mean score of 3.16

considered by the respondents as sometimes watched which means that the students spend an accumulated average time of two hours a day in watching these videos on Facebook. Through further investigation on the data gathered from the respondents, it is found out that the Science, Technology, Engineering and Mathematics (STEM) students contributed the most to the fall of ranking of Speech category in terms of watching Frequency. This only implies that they sometimes/rarely watch speech videos on Facebook. Related to this phenomenon is Connectionism, Edward Thorndike’s main philosophy. He said that learning is about responding to stimuli. According to these Laws, learning is achieved when an individual is able to form associations between a particular stimulus and a response. A curriculum driven by problem-solving, discovery, and exploratory learning that requires students to actively engage a situation in order to find its solution and nature of technology, engineering design and systems thinking, maintenance, and troubleshooting incorporated into the science and mathematics are the main contents of STEM curriculum. Since STEM students do not heavily rely or focus on communication skills unlike Humanities and Social Sciences (HUMSS) students as stated in their curriculum, they are not able to form a significant relationship between this type of videos and their learning fields.

Further, in a learning environment, Thondike’s Laws highlight the importance of rewards and emphasize on the necessity of practice and repetition. Law of effect states that “responses that produce a satisfying effect in a particular situation become more likely to occur again in that situation, and responses that produce a discomforting effect become less likely to occur again in that situation” (Gray, 2011, p. 108–109).

Another factor that could be seen as to why the respondents apparently do not watch much speech videos on Facebook is the prevalence and popularity of such content in relation to the respondents. Out of 15 students interviewed, only four are able to give specific videos that they actually watch; State of the Nation Address, Congress/Senate Hearings, speech toasts and stand-up comedies. This could give an implication that there are not many speech videos that could be found on Facebook.

To sum up, the Facebook videos watched by senior high school students consist of different and varied contents such as music videos, general information videos, motivational videos and more. On the other hand, the findings report that gaming streams, advertisements and speech videos are ones least viewed by the respondents.

**Perceived Level of Effectiveness of Facebook Videos**

This section presents the discussion on the perceived level of effectiveness of Facebook videos by the Grade 11 Senior High School students of Baguio Central University along pronunciation, vocabulary development, and fluency.

**Perceived Level of Effectiveness along Pronunciation**

This subsection discusses the perceived level of effectiveness of Facebook videos along pronunciation.

Table 2. Perceived Level of Effectiveness of Facebook Videos along Pronunciation

Facebook Videos Watched by Students	MEAN	DESCRIPTIVE EQUIVALENT	RANK
1. Music videos	3.12	Effective	7 <sup>th</sup>
2. Vlogs	2.84	Effective	8 <sup>th</sup>
3. Movie clips/Anime	3.17	Effective	5 <sup>th</sup>
4. General information videos	3.39	Highly Effective	2 <sup>nd</sup>
5. Advertisements	2.81	Effective	9 <sup>th</sup>
6. News	3.35	Highly Effective	3 <sup>rd</sup>

7. Tutorials	3.13	Effective	6 <sup>th</sup>
8. Speeches	3.46	Highly Effective	1 <sup>st</sup>
9. Motivational videos	3.21	Effective	4 <sup>th</sup>
10. Gaming streams	2.37	Ineffective	10 <sup>th</sup>
GWM	3.09	Effective	

Table 2 presents the perceived level of effectiveness of Facebook videos along pronunciation which is defined as generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect or simply the way a particular individual speaks a word or language.as the way in which a word or a language is spoken.

The general weighted mean of the videos’ effectiveness as indicated is 3.09 rated as effective which means that the particular videos are perceived by the students to be producing a positive effect or result in terms of developing their own pronunciation skills.

On the top is the Speech videos which is defined as a category which consists of formal/informal addresses or discourses delivered to an audience, having a mean score of 3.46 being highly effective which denotes that this video category is perceived by the students to be producing a very pleasing effect or result in terms of developing their pronunciation skills. According to the fifteen interviewed respondents, some of the specific videos under it consist of senate & congress hearings, SONA (State of the Nation Address), toasts, stand-up comedies, comical speeches and spiels from these Facebook pages: Comedy Central, Impractical Jokers and Cracked.com. When asked how these videos help in their pronunciation skills, the following are stated: “When I hear unfamiliar or words that I don’t know to pronounce, I mimic them.” “The way how they speak gives clarity to my pronunciation problems”. Five students have similar answers which boil down to the answer that the speakers encourage them in a way to improve their pronunciation and eight more mentioned about the speakers being their models. A study presents that the podcast/video recordings generated by the learners made them to be aware of the challenges and mistakes of their speeches, yet has been realized that the conceivable increase in the pronunciation skill of the learners occurs due to the role of technology (Lord, 2008; (Ducate & Lomicka, 2009).

On the second rank is General Information videos – used to inform the viewers about any specific topic or discipline and dig deeper into the ‘why’ aspect of a phenomenon in addition to just the ‘what’, with a mean score of 3.39 with a descriptive equivalent of highly effective which implies that these videos are perceived by the students to be producing a very pleasing effect or result in terms of developing their pronunciation skills. A statement from an interviewee out of fifteen says, “They have been giving out words that I can use in communicating with others.”, when asked on how these videos actually help them in terms of their pronunciation. Six other respondents suggest that these videos help them say technical words as they learn from it as a whole. The remaining respondents say that the videos do not only inform them but also give them some words to practice on in terms of pronunciation. One research (Simanullang, 2019) suggests the ‘Pause’ and ‘Sound Off’ strategies in using videos to teach pronunciation. The former is used to temporarily stop the tape and allow the students to try to predict/recall what happens next. For the latter – video sequences that rely on visuals, must turn the sound off and narrate. This technique works especially well for listing the steps of a process.

On the third rank is News which refers to the information about current events that are interesting enough to be reported, being highly effective with a 3.35 mean score, which implies that videos are perceived by the students to be producing a very pleasing effect or result in terms of developing pronunciation skills. According to the respondents this includes specific news videos coming from channels such as BBC news, CNN, and ANC News channel. Eleven out of fifteen of the respondents say that they intently listen to how reporters say or pronounce words which actually helps them in enhancing their pronunciation skills. While

others admit that they subconsciously imitate how reporters deliver their spiel. In a research (Pranoto, 2020), news voiceover activity has shown its practical implementation in terms of pronunciation awareness, effectiveness, pronunciation improvement, fun aspect, relation to teachers as students' future job. Furthermore, it is then in line with learning foreign language industry where practical learning is highly promoted and utilization of internet and technology is maximized.

On the other hand, advertisement videos, defined as a notice or announcement videos provided through a public medium promoting a product, service, or an event, are deemed second to the lowest in the ranking having a mean score of 2.81 but still, considered as effective according to the tabular findings which implies that the particular video category is perceived by the students to be producing a positive effect or result in terms of developing their pronunciation. This shows that although students tend to ignore most advertisement videos, they still consider these materials as a contributing factor for their pronunciation skills. Based on the results of the data analysis of a research (Auliasafitri, 2016) conducted in Indonesia, the researcher concludes that the second grade of MAN Suli in learning to speak the English language have good response and they become seemingly interested after the application of advertisements as a media. The researcher adds that the teacher can apply ads as a tool in teaching speaking skills.

Gaming streams known as videos broadcasting oneself via the internet while playing a videogame, so that other people can watch on their computer, phone, or games console, is clearly at the bottom of the ranking being the least effective videos having a mean score 2.37 with a descriptive equivalent of ineffective which means that these videos are perceived by the students to be not producing a significant effect or result in terms of developing their pronunciation skills. Some videos are specified by the respondents which include Mobile Legends: Bang Bang, Marvel Super War, Valorant, Dota 2, Grand Theft Auto, Rules of Survival, Resident Evil and lots of other different games played/streamed by Pewdiepie.

However, contrary to the lately aforementioned findings, a related study (Moline 2010) mentions that video games also have the potential to improve the perceptions of learners about their abilities to learn. In a study involving video game players between twelve and eighteen years of age, participants viewed their game-related learning experiences as constructive, evolutionary, and satisfying due to the self-solving nature of the activity. The use of standard English during online multiplayer video gaming may not carry with it the sense of risk inherent in using the language in a formal classroom setting, because there are no judgments made about usage and no evaluations tied to it. The fact that learners can use English correctly or incorrectly, without the risk of failure or criticism, may encourage them to use it more and thus create a sort of English language comfort zone in which they maintain the behavior consistently.

### Perceived Level of Effectiveness along Vocabulary Development

This subsection discusses the perceived level of effectiveness of Facebook videos along vocabulary development.

Table 3. Perceived Level of Effectiveness of Facebook Videos Along Vocabulary Development

Facebook Videos	MEAN	DESCRIPTIVE EQUIVALENT	RANK
Music videos	3.17	Effective	7 <sup>th</sup>
Vlogs	2.93	Effective	8 <sup>th</sup>
Movie clips/Anime	3.20	Effective	5 <sup>th</sup>
General information videos	3.36	Highly Effective	3 <sup>rd</sup>
Advertisements	2.89	Effective	9 <sup>th</sup>
News	3.37	Highly Effective	2 <sup>nd</sup>
Tutorials	3.19	Effective	6 <sup>th</sup>

Speeches	3.47	Highly Effective	1 <sup>st</sup>
Motivational videos	3.25	Effective	4 <sup>th</sup>
Gaming streams	2.46	Ineffective	10 <sup>th</sup>
GWM	3.13	Effective	

Table 3 presents the perceived level of effectiveness of Facebook videos along vocabulary development which refers to the sum or stock of words employed by a language, group, individual, or work in a particular language.

The general weighted mean of the videos’ effectiveness as indicated is 3.13 rated as effective which means that the particular videos are perceived by the students to be producing a positive effect or result in terms of developing their vocabulary.

According to the respondents, Speech videos, which is a category that consists of formal/informal addresses or discourses delivered to an audience, are the ones highly effective with a mean score of 3.47 which means that these videos are perceived by the students to be producing a very pleasing effect or result in terms of their vocabulary development. When fifteen students are asked how these videos help on their vocabulary development, one responds “It helps me to think of new possible word combinations.” Four other respondents relate to this reply saying that “With the aid of these speech videos, I am able to learn unfamiliar words so it really helps.”, while the rest simply agree to the idea that every speaker must have at least one unfamiliar word, thus helping them catch new found words. In relation towards this, Lys (2013) signifies that the advanced learners of German increase the word output from the average of 178 to 477.33 words by the help of use of iPad and the video recordings. The researcher also highlights that the utilization of video recording feature is a beneficial tool to develop the speaking ability of the German learners.

Next, the News videos – refer to the information about current events that are interesting enough to be reported, with 3.37 mean score is also viewed as highly effective same with General Information videos with a mean score of 3.36. This means that both categories of videos are perceived by the students to be producing a very pleasing effect or result in terms of vocabulary development. In an interview, seven students say that they are able to encounter unfamiliar words which gave them a boost in their word bank. While according to the rest of the respondents, news videos help them in a way that they learn professional and technical terms in different fields in society, hence helping them in vocabulary development. In connection to this is the social-pragmatic theory, as it holds that the process of word learning is inherently and thoroughly social (Tomasello,2000). These learning processes take on a different form when students learn words or other cultural conventions from other persons. Briefly said, social-pragmatic theory proposes that students learn words from other persons; cultural and social learning. In today’s generation, interaction does not only happen physically, but also virtually thus, the potential word meanings learners consider in any given situation are constrained to just those that are ‘relevant’ to the communicative situation at hand, as it is intentionally understood. Videos found on Facebook such as news and general information clips/videos are some examples of meaningful message/information provider on the part of the students especially along vocabulary development.

Among the list of Facebook videos in the above table, only the Gaming streams – videos that broadcast oneself via the internet while playing a videogame so that other people can watch on their computer, phone or games console, got the label ineffective with a mean score of 2.46 implying that the particular videos are perceived by the students to be not producing a significant effect or result in terms of developing their vocabulary. In a research entitled “Effects of Video Games: English language learning of girls” by Natalia Korhonen (2014), it shows that 81.4% of the total number of respondents clearly feels that playing the video games they listed as meaningful improved their language skills such as vocabulary,



reading comprehension, pronunciation, etc. Vocabulary focuses on new words learned, reading comprehension focuses on understanding written text and so forth. Another related study by Andreas Cabraja (2016) entitled “The Effects of Video Games on the Receptive Vocabulary Proficiency of Swedish ESL Students” shows the results reported that students who do play video games are more proficient in vocabulary reception than students who do not play video games. Moreover, the fact that the G-group scored higher on every word level, and that the difference between the NG- and G-group was increasingly larger further up the word levels, could indicate that students who play video games are exposed to a broader range of language input than non-gaming students.

However, it is important to note that this study does not focus and include respondents who directly play any games but rather, the ones who watch gaming streams specifically through Facebook. To support the findings regarding this, Symbol System Theory (Gavriel Saloman, 1977) explains the different media influences on learning. Saloman believes different media symbol systems impact media information delivery and learning effectiveness. The core of the symbol systems theory is that whether a media can effectively help effective learning depends on the degree of matching between the symbol systems and learners’ learning contents and activities and the social context of media presentations can influence what message is perceived. In connection to the stated theory, respondents clearly do not see gaming streams as a tool for the enhancement of their vocabulary acquisition.

**Perceived Level of Effectiveness along Fluency**

This subsection discusses the perceived level of effectiveness of Facebook videos along fluency.

Table 4. Perceived Level of Effectiveness of Facebook Videos along Fluency

Facebook Videos	MEAN	DESCRIPTIVE EQUIVALENT	RANK
1. Music videos	3.09	Effective	6 <sup>th</sup>
2. Vlogs	2.86	Effective	8 <sup>th</sup>
3. Movie clips/Anime	3.10	Effective	5 <sup>th</sup>
4. General information videos	3.11	Effective	4 <sup>rd</sup>
5. Advertisements	2.81	Effective	9 <sup>th</sup>
6. News	3.27	Highly Effective	2 <sup>nd</sup>
7. Tutorials	3.07	Effective	7 <sup>th</sup>
8. Speeches	3.45	Highly Effective	1 <sup>st</sup>
9. Motivational videos	3.15	Effective	3 <sup>rd</sup>
10. Gaming streams	2.39	Ineffective	10 <sup>th</sup>
GWM	3.03	Effective	

Table 4 presents the perceived level of effectiveness of Facebook videos along fluency which refers to the flow and efficiency with which one expresses his/her ideas, particularly when speaking.

The general weighted mean of the videos’ effectiveness as indicated in the table is 3.03 with a descriptive equivalent as effective which means that the particular videos are perceived by

the students to be producing a positive effect or result in terms of developing their speaking fluency.

Speech videos, elucidated as a video category which consists of formal/informal addresses or discourses

delivered to an audience, takes the first spot in the ranking with a mean score of 3.45 deemed as highly effective by the respondents which translates that these videos are perceived by the students to be producing a very pleasing effect or result in terms of speaking fluency. This implies that students make the speakers in such video contents as their role model in acquiring speaking competency. Upon interview, one out of fifteen respondents mentions, “Not only that they help me in my verbal language, they also help me in forming my gestures and body language which is an important part of my speaking fluency.” Two among them say that they are motivated to do what the speakers do during the delivery. In addition, the remaining set of respondents also stated that speakers in speech videos serve as their models. According to Mursyidto (2014), video materials such as speech videos could be a helpful model in speaking practices since these show speakers in native language. He adds that the learners would be encouraged to mimic or imitate the things that they see or hear in which these materials provide both to create a learning environment which is more interesting that lead the learners to be more active participants especially in practicing dialogs or monologs based on the given videos.

News takes the second spot, which is defined as the videos of information about current events that are interesting enough to be reported, with a 3.27 mean score equivalent to being highly effective which describes that these videos are perceived by the students to be producing a very pleasing effect or result in terms of enhancing their speaking fluency. This translates to the idea that the respondents actually see, listen and learn more from newscasters and reporters and is a good indication that these materials potentially augment the notion of the learners in speaking in a spontaneous manner. “They visually give me the signs and cues on when and where to breathe when talking,” a statement from one of fifteen respondents when asked on how news videos help in their speaking fluency. Another respondent adds, “Reporters make me more aware of the appropriate pacing and voice modulation”. While the rest suggest similar idea regarding the news videos being easily accessible anywhere and anytime, thus making them more exposed to such speaking acts. Accordingly, Aboe (2018) found this (news reporting) interesting and therefore it is suggested that this can be one technique to consider when teaching speaking in enhancing students’ speaking proficiency which correlates to speaking fluency.

Motivational videos take the third spot which is defined as videos that make viewers feel a certain positive vibe and might also encourage them to do things or support a cause, having 3.15 mean score and is considered effective which implies that the videos under this category are perceived by the students to be producing a positive effect or result in terms of developing and contributing to the overall fluency of students in their speaking skills. The researcher asks fifteen respondents regarding the help or benefit these videos provide to their speaking fluency and one states, “I admire the speakers on how they fluently deliver the information.”, while most responses are identical to this answer, “They (reporters) serve as good examples on how to speak in a natural and smooth manner”. In findings (Koyak & Ustubel, 2019), it is comprehended that the recorded motivational videos have favorable impacts on the learners to enhance their speaking skills in the target language. Moreover, the recorded motivational videos contribute learners to increase their self-confidence, awareness of pronunciation, number of vocabulary, and motivation in the classroom.

Further, the result of the study conducted by Jati et.al. (2019) shows that YouTube tutorial video, like Facebook as an ICT-based platform, can successfully improve the students’ speaking ability. The implementation of tutorial video as a media for teaching speaking includes the following activities: (a) introducing procedure text to the students, (b) modeling of the text, discussing generic structure and generic feature of the text, (c) throw ball game, (d) information gap, (e) group performance, (f) individual performance. Another study (Muslem et.al.) mentions that the application of video clips and teaching-learning small group activities gave better results than teaching with individual activities. The result suggested that teaching-learning speaking ESL with video clips using Small Group Activity techniques could be one of the best alternatives to improve young learners’ speaking performances.

## Overall Perceived Level of Effectiveness of Facebook Videos in Enhancing Speaking Skills Among SHS Students

This subsection discusses the overall perceived level of effectiveness of Facebook videos in enhancing the speaking skills of Grade 11 Senior High School students.

Table 5. Overall Perceived Level of Effectiveness of Facebook Videos in Enhancing Speaking Skills Among SHS Students

Facebook Videos Watched by Students	MEAN	DESCRIPTIVE EQUIVALENT	RANK
1. Music videos	3.13	Effective	6 <sup>th</sup>
2. Vlogs	2.88	Effective	8 <sup>th</sup>
3. Movie clips/Anime	3.16	Effective	5 <sup>th</sup>
4. General information videos	3.29	Highly Effective	3 <sup>rd</sup>
5. Advertisements	2.84	Effective	9 <sup>th</sup>
6. News	3.33	Highly Effective	2 <sup>nd</sup>
7. Tutorials	3.13	Effective	6 <sup>th</sup>
8. Speeches	3.46	Highly Effective	1 <sup>st</sup>
9. Motivational videos	3.20	Effective	4 <sup>th</sup>
10. Gaming streams	2.41	Ineffective	10 <sup>th</sup>
GWM	3.08	Effective	

Table 5 presents the overall analysis of perceived level of effectiveness of Facebook videos in enhancing the speaking skills of senior high school students along three main components; pronunciation, vocabulary development and fluency. The general weighted mean projects a mean score of 3.08 which is described as effective which means that the videos in the list above are perceived by the respondents of this study to be producing a positive effect or result in terms of enhancing their speaking skills. Facebook, including the video materials uploaded in it, is a significant tool in developing learners' performance in educational institution. According to Tuan and Tu (2014), learners' use of Facebook at a Vietnamese university, has increased to a large extent with respect to their grades. Also, the researchers concluded that the improvements and value of Facebook were related to the social atmosphere adaptation in an educational institution not only to the students' academic performance. In addition, Jensen et al. (2011) revealed that as a way of including videos to language learning process, video projects provide several opportunities for learners by creating more dynamic and interactive classrooms together with promoting positive confidence and individual dependence. Also, these projects let learners to be independent and enable them to practice the target language in a collaborative, enjoyable, and motivating atmosphere. Nikitina (2009) stated that the convergence of technology and pedagogy has a great potential in making teaching and learning experiences rich, memorable, motivating and enjoyable for both the learners and their teachers.

Taking the first rank is the Speech videos or the videos which consist of formal/informal addresses or discourses delivered to an audience, deemed as highly effective with a mean score of 3.46 which means that these videos are perceived by the respondents to be producing a very pleasing effect or result in terms of enhancing their speaking skills. Standing and delivering a speech in front a crowd does not only require good pronunciation, wide vocabulary use but also the confidence and esteem so students regard speech videos as the number one most helpful for their fluency in speaking. In this regard, a conclusion drawn by Yukselir and Komur (2017) states that the usage of videos online (i.e. Facebook video materials) in English classes lets the learners interact and communicate more appropriately and they can also obtain the ability to express out their messages much more easily, resulting to a more fluent and flowy verbal communication.

Second on the rank is News videos which pertains to the information about current events that are interesting enough to be reported, having a mean score of 3.33 being highly effective which states that these particular videos are perceived by the students to be producing a very pleasing effect or result in terms of enhancing their speaking competency. According to Krashen's theory on language acquisition and learning, second-language students acquire language competence by exposure to language that is both understandable and meaningful to them and by concentrating on meaning, they subconsciously acquire form. Further, he states that acquisition is far more important, since the competence developed through it, is responsible for generating language and thus accounts for language fluency.

Third, is the General Information videos – videos used to inform the viewers about any specific topic or discipline and dig deeper into the 'why' aspect of a phenomenon in addition to just the 'what', considered to be highly effective with a mean score of 3.29 which implies that these types of videos are perceived by the students to be producing a very pleasing effect or result in terms of enhancing their speaking fluency. Similarly, Gafni and Deri (2012) emphasized the importance of Facebook in socializing learners and opening channels for exploring more resources including speeches, current events and informational videos and contents. That is why, the integration of Facebook in students' development of oral communication process leads to enhanced academic outcomes. Thus, Facebook is a beneficial device for students' interaction, communication and improving their speaking skills. On a similar note, Jalaluddin (2016), on YouTube videos, mentions several advantages for teaching and learning process. It is noteworthy to mention and safe to say that YouTube is almost much alike to Facebook when it comes to video contents for they share the same standards, length, genre and other elements a video could have. (a) Facebook videos, like YouTube videos, provide exposure to authentic English and offers authentic examples of everyday English spoken by the people.

Moreover, using authentic material will make the students become more confident in facing real life situation. (b) Facebook videos are very useful media which can be accessed outside and inside of the classroom. It is because Facebook is an online-based application which can be reached everywhere within area of internet connection. (c) Using these videos promote a learning style that is more autonomous and student-centered. (d) Facebook videos allow the students to comment on any video especially when they play it online. So, it even contributes to the other language skills development of the students. By examining the advantages, it only connotes that by using Facebook videos, the learners will have better exposure towards speaking aspects like pronunciation, vocabulary development and speaking fluency.

On the other hand, only the Gaming Stream category, defined as videos broadcasting oneself via the internet while playing a videogame so that other people can watch on their computer, phone or games console, gets labeled as ineffective which is deduced as these particular videos are perceived by the students to be not producing a significant effect or result in terms of enhancing their speaking competency. In connection, a study intends to ask a set of respondents if they ever noticed that while speaking English, they speak similarly to a character in a video game they play/watch, and the result suggests that video games have a tremendous influence on how they speak which could be very useful in teaching learners how to speak properly (Rudis & Postic, 2018). In relation to the said findings, an inference could be established that the more interesting and captivating the game and the players (streamers) are, the more influence the game will have on the perception of the learners when it comes to its effectiveness in the overall enhancement of speaking skills.

### **Perceived Level of Effectiveness of Facebook Videos in Enhancing Speaking Skills Among SHS Students (Summary Table)**

This subsection discusses the perceived level of effectiveness of Facebook videos in enhancing the speaking skills of Grade 11 Senior High School students in three main elements; vocabulary development, pronunciation and fluency.

Table 6. Perceived Level of Effectiveness of Facebook Videos in Enhancing Speaking Skills Among SHS Students (Summary Table)

Elements of Speaking	General Weighted Mean	DESCRIPTIVE EQUIVALENT	Rank
1. Vocabulary Development	3.13	Effective	1 <sup>st</sup>
2. Pronunciation	3.09	Effective	2 <sup>nd</sup>
3. Fluency	3.03	Effective	3 <sup>rd</sup>
GWM	3.08	Effective	

Table 6 presents the summary of the perceived level of effectiveness of Facebook videos in enhancing the speaking skills of senior high school students along three main components; pronunciation, vocabulary development and fluency. The general weighted mean along all the speaking areas projects a mean score of which is described as effective which means that the videos in the list are perceived by the respondents of this study to be producing a positive effect or result in terms of enhancing their speaking skills.

The varied Facebook video categories included in this study show that they are considerably most effective to the vocabulary development of SHS students. This category ranks first among the elements of speaking having an overall mean score of 3.13. In relation to this, the Dual-Coding Theory proposed by psychologist Allan Urho Paivio states that people’s brain obtains information mainly through visual and auditory channels; regarding Facebook videos, the respondents mainly see (visual) the closed captioning of the speakers’ words – a very helpful feature of Facebook. Also, students are able to hear (auditory) the words and sounds coming directly from the speakers. Further, people accumulate knowledge through processing, organizing and utilizing visually coded information and encoding spoken language. According to this theory, if one can receive similar amount and extent of information, intertwining and interacting through both visual and auditory channels, his or her learning can become much more effective. It is said to be that videos are potentially beneficial for the learners to enhance the phonetic articulations of pronunciation and relevant to this, it has been realized that the digital video recordings assist the EFL students as listeners to discover the disfluency markers and common pause fillers to be developed in their speeches (Göktürk, 2016).

The different Facebook video categories are deemed to be effective to the enhancement of pronunciation skills of the respondents having a general weighted mean score of 3.09 ranking second next to vocabulary development. To support the finding, as to the vocabulary, Huang (2008) recommends that the learners may find the vocabulary mistakes by listening to the video recordings, that could be found on Facebook, repeatedly and there is a great chance that they could expand their theme-related vocabulary knowledge with the complimentary aid of the recordings (K?rkgöz, 2011). In addition, a researcher (Prambudi, 2013) states that the most effective way to learn English is to listen and watch movies which could be found on Facebook, seriously. In this way the control of their pronunciation is easily understood. One can imitate the pronunciation of Western or foreign movie so that in the long run, learners will get used to the way the actors and actresses speak. Furthermore, a research study (Rachmawati & Cahyani, 2020)

*shows the results that the use of YouTube videos much alike Facebook videos, positively affected students’ pronunciation skills making them an influential English pronunciation learning media for non-English department students.*

As shown from the data above, the Facebook video categories enlisted in the previous tables are noted to be effective in the enhancement of speaking fluency, ranking third among other areas. In connection, some effective ways in improving students’ speaking skills are found through a study conducted in Indonesia (Mursyidto, 2014). This is mainly through the use of audio and video media stating that the action involving

the said instruments could entice their attention and motivation especially in the learning aspect and with its aid, the learning atmosphere becomes more relaxed and fun that made the students interested in speaking out their feelings, thus making them more confident which transpires speaking fluency. In addition, Cheng and Chau (2009) also explored the potentials of digital video for fostering self-reflection in an e-portfolio mediated learning environment. The results showed that learners found creating digital video for reflection relevant to their learning needs, particularly for cultivating their listening and speaking skills. Based on the research findings of a study (Riswandi, 2016) on the use of YouTube videos to improve speaking skills, it concludes that the implementation of YouTube-based videos in teaching speaking can improve the students' speaking skills and motivation. This improvement is proven by the students' speaking achievement and the score gained. Since the videos found on the said site could be possibly and potentially be found as well on Facebook, this study finds no wrong in adopting the study for it generally supports the presented data in the table above.

The information given in this chapter reflects to the full extent of the researcher in pursuit of the truest and most authentic data that they could get in order to provide clarity and answers regarding the different Facebook videos watched by the Grade 11 SHS students of Baguio Central University and their perception on its effectiveness along three key elements of speaking; pronunciation, vocabulary development and fluency.

## **CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the conclusions and recommendations derived from the study "Facebook Videos: A Supplementary Device Towards Enhancement of Speaking Skills Among SHS Students".

### **Conclusion**

Based on the findings obtained from the study, the researcher concludes that:

1. There are a wide variety of videos found on Facebook being watched by the Grade 11 senior high school students.
2. The Grade 11 senior high school students do not only watch various and different Facebook videos but more importantly, expect the materials to bring out a desirable outcome or result and help them in the enhancement of the three elements of speaking mainly pronunciation, vocabulary development and fluency.

### **Recommendation**

Based on conclusions derived from the study, the following are recommended:

1. Students are encouraged to continue watching Facebook videos for an accumulated average time of three hours a day not only as a form of entertainment but more importantly as an avenue for them to gain more information and even personal/spiritual upliftment.
2. To further enhance the pronunciation skills of the students, they have to give more attention into viewing Facebook videos with contents having speech deliveries, informational clips, and news videos. In addition, learners should also take time to pause a video and imitate and practice how the speaker pronounces a particular word found in that video. It is also highly suggested to take down unknown or relatively new words to be searched later on for the definition and integration of such words in any possible verbal communication and lastly, to make the students speak more fluently and with accuracy, it is advised for them to try to mimic the way how the speakers talk/deliver their speech in a confident manner and as naturally as possible.

3. Senior high school students are highly encouraged to utilize the product outcome of this study which is the guidelines in watching Facebook videos to enhance their speaking skills. The said guidelines consist of comprehensive and detailed practices and exercises that would facilitate learners in bolstering their speaking skills along pronunciation, vocabulary development and fluency.

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